

# NEHRU COLLEGE OF EDUCATION

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## **B.Ed. DEGREE SECOND YEAR**



### **COURSE - 16 CREATING AN INCLUSIVE SCHOOL (½)**

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## **COURSE - 16 CREATING AN INCLUSIVE SCHOOL (½)**

### **UNIT 1: HISTORICAL AND MODERN PERSPECTIVES ON INCLUSION**

Meaning, definition – Characteristics of special education – History of special education - scope of special Education – principles of special Education – teacher's role in special Education– factors affecting inclusion- present situation of special Education in India

### **UNIT 2: POLICY AND PROGRAMME FOR INCLUSIVE EDUCATION**

Challenges and prospects of Inclusive Education –Disability – five year plan allotment - Kothari Commission 1964 –National Education Policy, 1968 - NPE, 1986 - Special Educational Needs and Disability Act 2001 - Disability Discrimination Act 1995 - Persons with Disability Act (PDA) 1995- - RTE Act 2009 – Rights of the child UNESCO, 1989 – Rights of Persons with Disabilities UNESCO, 2006 – national level practices on education of Children with disabilities DPEP, - SSA – Policies and legislative measures pertaining to the disabled - Service programme for the disabled.

### **UNIT 3: DIFFERENT LEARNERS IN INCLUSIVE EDUCATION**

Types of learning disability: – physical- visual impaired, hearing impaired, Orthopaedic – Mentally impaired – Learning disability – Dyslexia, Dyscalculia, Dysgraphia – Attention deficit hyperactive disorder ( ADHD ) – Autism – cerebral palsy

### **UNIT 4: IDENTIFICATION AND INCLUSION**

Early detection of disability – issues – challenges and parameters of inclusive education – parental attitude – community Awareness - models of inclusion:- Wang's adoptive environment model - Team teaching inclusionary model- SAAL model – role of parent, community, peers, headmasters, Teachers in inclusion.

## **UNIT 5: MAINSTREAMING AND INTEGRATED EDUCATION**

Meaning – characteristics of integrated education - Equality and quality of integrated education – sustainable practice - create positive and innovative outcome - Safeguarding the needs of pupils with special educational needs - Assessment methods for inclusive school – Norm reference tests (NRT) and Criterion reference tests (CRT) – Behavioural and Clinical assessment – continuous and comprehensive assessment.



**COURSE - 16**  
**CREATING AN INCLUSIVE SCHOOL (½)**

**UNIT 1: HISTORICAL AND MODERN PERSPECTIVES ON**  
**INCLUSION**

**Special Education : Meaning**

Special education (also known as special needs education, aided education or exceptional education) is the practice of educating students with special educational needs in a way that addresses their individual differences and needs.

**Definition**

Special education is a form of instruction that's designed to meet the needs of students with disabilities, so that they can learn the same skills and information as other children in school. The term special education is used interchangeably with special needs, and the disabilities may be physical, emotional, or behavioral.

**The History of Special Education**

The history of Special Education is demonstrative not only of how far we have come, but also what lies ahead in terms of our nation's Special Education legislation, policy and advocacy.

While the foundation of these laws and regulations lay primarily in our nation's education history, the strides made in Special Education advocacy and policy were primarily established through the Education for All Handicapped Children Act (1975), which was amended into the Individuals with Disabilities with Education Act of 2004. Read on to learn more about these highly influential pieces of legislation.

**Education for All Handicapped Children Act, 1975**

In 1975, Congress enacted Public Law 94-142, more commonly known as the Education for All Handicapped Children Act (EHA). The goal of EHA was to ensure children with disabilities gained access to a free and appropriate public education. This law provided local and statewide support and protection to children and youth with disabilities, as well as their families. Under EHA, all public schools were granted federal funding that provided equal access to education for children with physical and/or mental disabilities. Schools were required to evaluate children and create an educational plan that paralleled the academic experience of their non -

disabled peers. EHA requirements also provided parents and families the necessary support systems to ensure their child received appropriate and adequate services, along with the services needed to dispute decisions made on behalf of the child.

### **Individuals with Disabilities Education Act, 2004**

The Education for All Handicapped Children Act (EHA) was amended in 1997 and is now known as the Individuals with Disabilities Education Act (IDEA). The amendments made in IDEA provide children and youth with disabilities access to a higher quality of education related services, ensuring all students the complete access to the most appropriate education within the least restrictive environment.

#### **Under IDEA's legislation, all states receiving federal funding must:**

- Provide all students with disabilities between the ages of three and 21 with access to an appropriate and free public education
- Identify, locate and evaluate children labeled with disabilities
- Develop an Individualized Education Program (IEP) for each child
- Educate children with disabilities within their –least restrictive environment. This environment is ideally with their typically developing peers, but is dependent on individual circumstances
- Provide those students enrolled in early-intervention (EI) programs with a positive and effective transition into an appropriate preschool program
- Provide special education services for those children enrolled in private schools
- Ensure teachers are adequately qualified and certified to teach special education
- Ensure that children with disabilities are not suspended or expelled at rates higher than their typically developing peers

Above all, these federal provisions enacted by IDEA ensure that all children with disabilities are provided with the adequate services and

resources necessary for them to succeed within and beyond the educational system alongside their non-disabled peers.

### Scope of Special Education

- The scopes of special education are the same as those of education for normal children—to teach each child up to the level of the child's abilities.
- In some cases this means teaching the same material as is taught in regular classrooms. In other cases it may require tailoring the material to the abilities of the child or providing some type of assistive technology to enable the child to perform tasks that they could not do without help. For example, text-to-speech software helps children with a disability such as dyslexia or a visual impairment to hear text read aloud.
- Extra large computer monitors set for large type allow visually impaired students to see the same material as fellow students. Speech recognition software allows students with an orthopedic or a writing disability to put their words into text.
- Children who are handicapped by cerebral palsy or some other cause can learn normally unless they are affected by another disability.
- To help them cope with a school environment, however, they need special equipment—wheelchairs, modified desks, and some apparatus to help them take notes and manipulate classroom materials.
- Serving children, and adults, with disabilities is a worldwide need. Every country has children with special needs, although meeting those needs varies greatly, especially in less wealthy areas of the world.
- In 1983 the World Institute on Disability was formed by and for people with disabilities to focus on issues and policies that directly affect individuals with special needs. Like other such organizations, the World Institute supports research and provides resources for international program development and disability inclusion.

### Principles of Special Education

Special education is constructed by a vast array of legal regulations and guidelines for best practices. Despite the sometimes complex nature of special education, six basic principles remain at the heart of all programs and services. The following six principles form the foundation from which all other special education and related services are built.



## 1. Zero Reject and Free and Appropriate Public Education (FAPE)

- Outlines that all students with special needs are entitled to receive a free and appropriate public education.
- Zero Rejection: no child may be refused access to FAPE based on his or her disabilities.
- There will be no required out-of-pocket costs to the families of these children for those services.

## 2. Nondiscriminatory and Appropriate Evaluation

- Students with disabilities are entitled to a high quality evaluation, which may produce an identification as a student with a special need.
- The evaluation should be completed by a multi-disciplinary team of professionals and using more than a single indicator of disability.

## 3. Appropriate Individualized Education Program

- The IEP is designed in accordance with the state and federal laws that outline the programs and services available to disabled students.
- The IEP team works collaboratively to ensure that each child is allowed access to FAPE during the IEP development process.
- Outlines the required elements of the IEP and timelines for its creation and modification.

## 4. Least Restrictive Environment

- This is the setting in which students with disabilities could benefit the most, while still receiving appropriate services for their needs.
- Encourages students with disabilities to engage with typically developing peers by placing students with disabilities in the least restrictive environment.

## 5. Student and Parental Participation

- Allows for students to play a part of educational planning (when appropriate).
- Requires that parents play an integral part in their child's educational planning.

- Major decisions are not to be made without fully informed parental consent (or student consent if the student is of the age of majority.)
- Allows the family (student and parents) to give input into the IEP development process.

### 6. Procedural Safeguards

- Ensures that the rights of students with disabilities and their parents are respected.
- Directs that schools and IEP teams follow standard procedures for the development and implementation.

### Role of Special Education Teacher

- Instruct students in the development of skills and knowledge that enables them to participate independently to the highest degree possible, based on assessment needs
- Provide consultation and support services including in-service training to regular & special education teachers, school personnel, and peers concerning Adapted Physical Education needs and appropriate methods of adaptation for the student that will foster maximum independence and safety
- Works with members of the IEP team (i.e. parents, classroom teachers, speech providers, occupational & physical therapists, orientation & mobility and vision specialists) to provide a functional and meaningful program
- Create a program geared to the assessed needs, goal & objectives, functional levels and motivational levels of the student
- Prepare and utilize equipment and materials for the development of skill as it is related to Adapted Physical Education (i.e. beeper balls, sponge balls, batting tees, etc.)
- Conduct assessment which focuses on both long and short-term needs of the student

### Factors affecting Inclusion

#### Expense

Funding is a major constraint to the practice of inclusion. Teaching students with disabilities in general education classrooms takes specialists and additional staff to support students' needs. Coordinating services and offering individual supports to children requires additional money that many school districts do not have, particularly in a tight economy. Inadequate



funding can hinder ongoing professional development that keeps both specialists and classroom teachers updated on the best practices of inclusion.

### **Mis-Information**

Some of the greatest barriers associated with inclusion in education are negative attitudes. As with society in general, these attitudes and stereotypes are often caused by a lack of knowledge and understanding. The attitudes and abilities of general education teachers and paraeducators in particular can be major limitations in inclusive education. Training teachers and paraeducators to understand and work with children with disabilities is often inadequate, or it may be fragmented and uncoordinated. If educators have negative attitudes toward students with special needs or have low expectations of them, children will unlikely receive a satisfactory, inclusive education.

### **Accessibility**

Obviously, a student with a disability cannot learn in an inclusive classroom if he cannot enter the room, let alone the school building. Some schools are still inaccessible to students in wheelchairs or to those other mobility aides and need elevators, ramps, paved pathways and lifts to get in and around buildings. Accessibility can go beyond passageways, stairs, and ramps to recreational areas, paved pathways, and door handles. A student with cerebral palsy, for instance, may not have the ability to grasp and turn a traditional doorknob. Classrooms must be able to accommodate a student's assistive technology devices, as well as other furniture to meet individual needs.

### **Educational Modifications**

Just as the environment must be accessible to students with disabilities, the curriculum must facilitate inclusive education, too. General educators must be willing to work with inclusion specialists to make modifications and accommodations in both teaching methods and classroom and homework assignments. Teachers should be flexible in how students learn and demonstrate knowledge and understanding. Written work, for example, should be limited if a student cannot write and can accomplish the same or similar learning objective through a different method.

### **Cooperation**

One of the final barriers associated with inclusion education is a lack of communication among administrators, teachers, specialists, staff, parents, and students. Open communication and coordinated planning between general education teachers and special education staff are essential for inclusion to work.

These are just five factors that can affect students with disabilities in a general education classroom. Only a deep understanding of these factors, and other issues that hinder inclusion, and the elimination of them will make true inclusion a reality for all children to learn together.

### **Present situation of special education in India**

The role of education in social and economic progress is all known and well recognized. Educating all students, regardless of disabling condition, in their neighborhood school is the goal of inclusive education. A strong sense of community in the classroom, throughout the school, and among parents of all students is necessary for an inclusive program.

A flexible curriculum and support for staff and students are necessary components of an inclusive model. Efforts aimed at the education of children with disabilities in India have been largely framed by the distributive concept of social justice, where the focus has been on equality in terms of access and provision of resources (as evident from the overwhelming focus on aids, appliances and assistive devices).

However working with such a conception of justice is rather limiting and has two basic flaws. Firstly, it is too individualistic in its perspective and locates the problem 'within' the child, and secondly it takes attention away from questioning how social structures and institutions uphold patterns of injustice. A mounting burden of debt and balance of payments crisis led India to adopt economic reforms known as the NEP, were introduced in July 1991.

The NEP has resulted in far-reaching effects on the economy as well as society. These diverse forces impacting the lives of ordinary people in the country, the situation of people with disabilities is particularly concerning given that their exclusion from government census and surveys translates into denial of their citizenship rights and entitlements to existing state programs for the poor and disabled.

The Indian Constitution passed in December 2001, affirms the Government's commitment to Education for All (EFA) or Sarva Shiksha Abhiyan (SSA). The preface explicitly states that this includes children with disabilities. This policy aims at all children in the 6 to 14 age group being able to complete eight years of schooling by the year 2010. The SSA gives importance to early childhood care and education and appropriate intervention for children with special needs and also makes special reference to the education of the girl child. The positive factor is the change

## Creating an inclusive school

incorporated in the Education Act by adding a pertinent clause which clarifies that –ALL includes children with disabilities.

Four legislations have had a significant impact on the government and the NGO sector, of these the first three are specific to people with disabilities, Rehabilitation Council of India Act (1992), Persons with Disabilities Act (1995), National Trust Act (1999), The 86th Constitutional Amendment (2007). NSS data, the World Bank report categorically states that, –it is very clear that both educational attainment of all People with Disability (PWD) and current attendance of Children with Disability (CWD) are very poor and far below national averages.

Data suggests that people with disabilities have much lower educational attainment rates, with 52 % illiteracy against a 35 % average for the general population. Illiteracy levels are high across all categories of disability, and extremely so for children with visual, multiple and mental disabilities (and for children with severe disabilities across all the categories). Equally, the share of children with disabilities who are out of school is around five and a half times the general rate and around four times even that of the ST population. Even in states with good educational indicators and high overall enrolments a significant share of out of school children are those with disabilities: in Kerala figures stand at 27 % and in Tamil Nadu it is over 33 %.



## **UNIT 2: POLICY AND PROGRAMME FOR INCLUSIVE EDUCATION**

### **Prospects and challenges of inclusive education India**

#### **Prospects**

The Kothari Commission, 1964, recommended for sending the CWSN in the mainstream school. Through the Integrated Education of Disabled Child (IEDC) Scheme, Government of India made an attempt for —integrated education of CWSN in 1974.

Thus the rights of the children between the ages of 6-14 for the education were ensured. The IEDC Scheme was designed to promote the integration of students with mild to moderate disabilities into regular schools.

Further it stressed for the retention of CWSN in the regular school system. The National Policy on Education 1986 continued the spirit of IEDC Scheme and stated|| mild disabilities should be included in the mainstream classroom|| .

However the IEDC scheme was to be revised in 1992 due to some shortcomings in the scheme. Under the revised scheme. 100% assistance was made available to schools involved in the —integration|| of students with disabilities.

Further section 26 of the Person with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995 suggested for providing free education to CWSN and thus made an another attempt to promote for their inclusive education.

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) was launched in 2009-2010 by Government of India enabling all students with disabilities for completing secondary schooling (classes IX to XII) in an inclusive environment. This scheme replaced the IEDC Scheme. However the IEDSS was subsumed under Rastriya Madhyamik Sikshya Abhiyan (RMSA) since 2013.

#### **Challenges**

**Attitudes:** Societal norms often are the biggest barrier to inclusion. Old attitudes die hard, and many still resist the accommodation of students with



disabilities and learning issues, as well as those from minority cultures. Prejudices against those with differences can lead to discrimination, which inhibits the educational process. The challenges of inclusive education might be blamed on the students' challenges instead of the shortcomings of the educational system.

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

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

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

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

**Socio-economic factors:** Areas that are traditionally poor and those with higher-than-average unemployment rates tend to have schools that reflect that environment, such as run-down facilities, students who are unable to afford basic necessities and other barriers to the learning process. Violence, poor health services, and other social factors make create barriers even for traditional learners, and these challenges make inclusion all but impossible.

**Funding:** Adequate funding is a necessity for inclusion and yet it is rare. Schools often lack adequate facilities, qualified and properly-trained teachers and other staff members, educational materials and general support. Sadly, lack of resources is pervasive throughout many educational systems.

**Organization of the Education System:** Centralized education systems are rarely conducive to positive change and initiative. Decisions come from the

school system's high-level authorities whose initiatives focus on employee compliance more than quality learning. The top levels of the organization may have little or no idea about the realities teachers face on a daily basis.

**Policies as Barriers:** Many policy makers don't understand or believe in inclusive education, and these leaders can stonewall efforts to make school policies more inclusive. This can exclude whole groups of learners from the mainstream educational system, thereby preventing them from enjoying the same opportunities for education and employment afforded to traditional students.

### **Five Year Plan allotment for Disabilities**

**First Five-Year Plan:** This witnessed the launching of a small unit by the Ministry of Education for the visually impaired in 1947. Subsequently, a training centre for adults with visual impairments was established.

**Second Five-Year Plan:** Under the Ministry of Education, a National Advisory Council for the Physically Challenged started functioning to advise the central government on issues concerning education, training and employment of the disabled.

**Third Five-Year Plan:** Attention was given to rural areas. To facilitate the training and rehabilitation of the physically challenged, the government formulated policies around some services: (a) planning employment exchange for the physically challenged; (b) teaching and provision of work facilities in the home itself or neighbourhood for those who are not mobile; (c) provision of recreation facilities for the physically challenged; (d) at least three per cent of job reservations and job facilities made available for the physically challenged.

**Fourth Five-Year Plan:** More emphasis was given to preventive work for people with visual, speech and hearing impairments. National centres for the physically challenged were instituted to serve as demonstration projects in various parts of the country and provide necessary training facilities.

**Sixth Five-Year Plan:** National policies were made around provision of community-oriented disability prevention and rehabilitation services to promote self-reliance, economic independence and social integration of the differently abled in the community, and comprehensive primary health care.

### **Kothari Commission 1964**

The first education commission in India, popularly known as the Kothari Commission, began the section on handicapped children in the chapter 'Towards Equalization of Educational Opportunities' in its report in a similar tone as reflected in the 1944 postwar report. 'Very little has



been done in this field so far... any great improvement in the situation does not seem to be practicable in the near future... there is much in the field

that we could learn from the educationally advanced countries, (Education Commission, 1966,p.123). It was evidently in favor of making education of the handicapped an integral part of the general education system. The commission suggested educational facilities to be extended to these four category: The

blind, the deaf, the orthopaedically handicapped and the mentally retarded.

The Education Commission further felt that children would be constrained by two main considerations: lack of teachers and financial resources.

Furthermore, the Kothari Commission recommended a Cell, at NCERT, to study in this country and abroad, the work being done in the field of education for the handicapped and prepare material for their teachers.

### **National Education Policy (1968)**

The 1968, The National Education Policy followed the commission's recommendations and suggested the expansion of education facilities for physically and mentally handicapped children and the development of Integrated

Programme' enabling handicapped children to study in regular schools. Eight years later in 1974 a scheme for the integrated education of disabled children or, the IEDC was started by the welfare ministry.

### **National Policy on education, (1986)**

Twenty years later, the NPE (MHRD, 1986a) which has been guiding the education system in India, under its broad objectives of 'education for equality' proposed the following measures for the education of the handicapped

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

- Voluntary efforts for the education of the disabled will be encouraged in every possible manner.

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### **Special Education needs and Disability act - 2001**

The Special Educational Needs and Disability Act 2001 (c. 10), also known as SENDA, is an Act of the Parliament of the United Kingdom. It is intended as an adjunct to the Disability Discrimination Act 1995, which legislated to prevent the unfair treatment of individuals, in the provision of goods and services, unless justification could be proved. This legislation was deemed necessary as the previous Act did not encompass educational organisations. This was further replaced by the Disability Discrimination Act 2005.

- The act required schools, colleges, universities, adult education providers, statutory youth service and local education authorities to make 'reasonable provisions' to ensure people with disabilities or special needs were provided with the same opportunities as those who were not disabled.
- The Act stated that discrimination occurred when the educational establishment/body either fails to make reasonable

adjustments to accommodate individuals with special needs or a disability, or when they give them less favourable treatment.

### **Discrimination and Disability Act - 1995**

The DDA came into effect in 1995. It has been amended a number of times since by regulations implemented in Northern Ireland.

Anyone with a disability is protected by the DDA. The DDA defines disability as—a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. This includes significant sight loss.

The types of discrimination it can help you challenge are:

- direct discrimination (such as a ban on employing blind people)
- disability related discrimination (for example, a taxi driver refusing to take a blind passenger because they have a guide dog)
- failure by an organisation to make a reasonable adjustment to allow you access to goods, facilities and services
- victimisation
- harassment.

In 2010, the DDA was replaced with the Equality Act in England, Scotland and Wales. The information on this page now only relates to Northern Ireland.

### **Persons with Disabilities (Equal Opportunities, protection of Rights and Full Participation), Act 1995**

#### **Preliminary**

1. This Act may be called the Persons With Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.

2. It extends to the whole of India except the State of Jammu and Kashmir.

3. It shall come into force on such date as the Central Government may, by notification, appoint.

In this Act, unless the context otherwise requires,

1. "appropriate Government" means,

i. in relation to the Central Government or any establishment wholly or substantially financed by that Government, or a Cantonment Board constituted under the Cantonment Act, 1924, the Central Government;

ii. in relation to a State Government or any establishment wholly or substantially financed by that Government, or any local authority, other than a Cantonment Board, the State Government;

iii. in respect of the Central Coordination Committee and the Central Executive Committee, the Central Government;

iv. in respect of the State Coordination Committee and the State Executive Committee, the State Government;

2. "blindness" refers to a condition where a person suffers from any of the following conditions, namely:-

i. total absence of sight; or

ii. visual acuity not exceeding 6/60 or 20/200 (snellen) in the better eye with correcting lenses; or

iii. Limitation of the field of vision subtending an angle of 20 degree or worse;

3. "Central Coordination Committee" means the Central Coordination Committee constituted under sub-section (1) of section 3;

4. "Central Executive Committee" means the Central Coordination Committee constituted under sub-section (1) of section 9;

5. "cerebral palsy" means a group of non-progressive conditions of a person characterised by abnormal motor control posture resulting from brain insult or injuries occurring in the pre-natal, peri-natal or infant period of development;

6. "Chief Commissioner" means the Chief Commissioner appointed under sub-section (1) of section 57;

7. "Commissioner" means the Commissioner appointed under sub-section (1) of section 60;

8. "competent authority" means the authority appointed under section 50;

9. "disability" means -

1. blindness;

2. low vision;

3. leprosy-cured;

4. hearing impairment;

5. locomotor disability;

6. mental retardation;

7. mental illness;

10. "employer" means,

i. in relation to a Government, the authority notified by the Head of the Department in this behalf or where no such authority is notified, the

Head of the Department; and

ii. in relation to an establishment, the chief executive officer of that establishment;

11. "establishment" means a corporation established by or under a Central, Provincial or State Act, or an authority or a body owned or controlled or aided by the Government or a local authority or a Government company as defined in section 617 of the Companies Act, 1956 and includes Departments of a Government;

12. "hearing impairment" means loss of sixty decibels or more in the better ear in the conversational range of frequencies;

13. "institution for persons with disabilities" means an institution for the reception, care, protection, education, training, rehabilitation or any other service of persons with disabilities;

14. "leprosy cured person" means any person who has been cured of leprosy but is suffering from -

i. loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;

ii. manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;

iii. extreme physical deformity as well as advanced age which prevents him from undertaking any gainful occupation, and the expression "leprosy cured" shall be construed accordingly;

15. "locomotor disability" means disability of the bones, joints or muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy;

16. "medical authority" means any hospital or institution specified for the purposes of this Act by notification by the appropriate Government;

17. "mental illness" means any mental disorder other than mental retardation;

18. "mental retardation" means a condition of arrested or incomplete development of mind of a person which is specially characterised by subnormality of intelligence;

19. "notification" means a notification published in the Official Gazette;

20. "person with disability" means a person suffering from not less than forty per cent of any disability as certified by a medical authority;

21. "person with low vision" means a person with impairment of visual functioning even after treatment or standard refractive correction but who



uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device;

22. "prescribed" means prescribed by rules made under this Act;

23. "rehabilitation" refers to a process aimed at enabling persons with disabilities to reach and maintain their optimal physical, sensory, intellectual, psychiatric or social functional levels;

24. "special Employment Exchange" means any office or place established and maintained by the Government for the collection and furnishing of information, either by keeping of registers or otherwise, respecting -

1. persons who seek to engage employees from amongst the persons suffering from disabilities;

2. persons with disability who seek employment;

3. vacancies to which person with disability seeking employment may be appointed;

25. "state Coordination Committee" means the State Coordination Committee constituted under sub-section (1) of section 13;

26. "state Executive Committee" means the State Executive Committee constituted under sub-section (1) of section 19.

### **Right to Education Act, 2009**

Like other children, the children who needs special care, those also avail free and compulsory education under RTE Act 2009.

RTE has been a part of the directive principles of the State Policy under Article 45 of the Constitution, which is part of Chapter 4 of the Constitution. And rights in Chapter 4 are not enforceable. For the first time in the history of India we have made this right enforceable by putting it in Chapter 3 of the Constitution as Article 21. This entitles children to have the right to education enforced as a fundamental right.

### **Rights of the child UNESCO, 1989**

**It emphasizes 4 principles. Those are :**

#### **1. Non-discrimination. Article 2 states:**

\_(1) States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.



(2) States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.'

### **2. The best interests of the child. Article 3 states:**

\_(1) In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration....'

### **3. Optimal development. Article 6 states:**

\_(1) States Parties recognize that every child has the inherent right to life.

(2) States Parties shall ensure to the maximum extent possible the survival and development of the child.'

### **4. The voice of the child. Article 12 states:**

\_(1) States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child....'

**Article 23 is specifically concerned with disabled children, in recognition of their vulnerability to segregation and discrimination. It states:**

\_(1) States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

(2) States Parties recognize the right of the disabled child to special care....

(3) Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article ... shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development....'

### Articles 28 and 29 cover the right to education. Article 28 states:

\_(1) States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- a. make primary education compulsory and available free to all;
- b. encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- c. make higher education accessible to all on the basis of capacity by every appropriate means;
- d. make educational and vocational information and guidance available and accessible to all children;
- e. take measures to encourage regular attendance at schools and the reduction of drop-out rates....’

### Article 29 states:

**(1) States Parties agree that the education of the child shall be directed to:**

- a. the development of the child’s personality, talents and mental and physical abilities to their fullest potential;
- b. the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- c. the development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- d. the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- e. the development of respect for the natural environment.

(2) No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of the present article and to the requirements that

the education given in such institutions shall conform to such minimum standards as may be laid down by the State.’

### **Rights of Persons with Disabilities UNESCO, 2006**

States which agree to be bound by the Convention recognise –the importance of accessibility to the physical, social, economic and cultural environment, to health and education and to information and communication, in enabling persons with disabilities to fully enjoy all human rights and fundamental freedoms|| (Preamble, para.v).

The right to inclusive education is enshrined in article 24:

“(1) States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

- a. the full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
- b. the development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
- c. enabling persons with disabilities to participate effectively in a free society.

(2) In realizing this right, States Parties shall ensure that:

- a. persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
- b. persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
- c. reasonable accommodation of the individual’s requirements is provided;
- d. persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
- e. effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

(3) States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

- a. facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
- b. facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
- c. ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

(4) In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

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

### **National Level Practices On Education Of Children With Disabilities**

#### **1. Early Childhood Care and Education(ECCE)**

It is now globally recognized that systematic provision of early childhood care and education (ECCE) can help in the development of children in a variety of ways, such as through group socialization, inculcation of healthy habits, stimulation of creative learning processes, and enhanced scope for overall personality development. ECCE is a support for UEE, and indirectly influences enrolment and retention of girls in primary schools by providing substitute care facilities for younger siblings.



At present, the Integrated Child Development Scheme (ICDS) is the most widespread ECCE provision. In addition, there are pre-schools and balwadis under the Central Social Welfare Board. Some state government schemes and private efforts are also being undertaken. ECCE is being promoted as an holistic input for fostering health, psychosocial, nutritional and educational development of children. Efforts have to be made to achieve greater convergence of ECCE programmes implemented by various government departments as well as voluntary agencies by involving urban local bodies and gram panchayat (village councils).

There is a need to promote an active policy of inclusion in pre-schools for children with disabilities. There is also an urgent need to develop tools for early identification using inclusive principles rather than looking at disabilities. ECCE will be possible only when there are strong linkages with the primary health care system. At present, experiments such as district rehabilitation centres, which work separately from primary health care, have not achieved much progress in ECCE. This is mainly because primary health care personnel lack of knowledge and skills on ECCE. Components on early identification and intervention of children with disabilities are limited in the curriculum of medical, nursing, and health workers training programmes, as well as in primary health care personnel training programmes. It is a requirement that curriculum should go beyond mere awareness building and lead to development of practical skills.

### **2. Project for Integrated Education Development (PIED) and Integrated Education for the Disabled Children (IEDC)**

The government launched the Project for Integrated Education Development (PIED) with assistance from UNICEF in 1986. The implementation of PIED in 10 demonstration sites in rural and urban contexts encouraged policy-makers to include children with moderate disabilities in 1992. In practice, children with multiple and severe disabilities were also integrated in project areas as a consequence of the lack of special schools, and through the commitment to providing education for all that was generated in these areas. Evaluation of PIED showed higher retention rates of children with disabilities, and a positive change in teacher practices.

The success of this project resulted in the centrally sponsored scheme launched by the Ministry for Human Resource Development called Integrated Education for Disabled Children (IEDC) in 1992. The objective of the scheme is to provide educational opportunities for children with disabilities in ordinary schools, so as to facilitate their retention in the

school system. This scheme offers financial assistance towards the salary of special teachers, provision of aids and appliances for children with special needs, training of special teachers, removal of difficulties due to building design, provision of instructional materials, community mobilization, and early detection and resource support.

### **3. District Primary Education Project (DPEP)**

The government launched the DPEP with support from the World Bank. DPEP is converging with IEDC and other government and NGO programmes to bring synergy in the process of including more children with disabilities into the regular school system. It focuses on in-service training of general teachers to enable early detection, assessment, use of aids, and making of individual educational plans. Although DPEP was initiated in 1994, integrated education for children with disabilities was formally added as a programme component in 1997. The programme covers 60 per cent of the child population of the country, and spreads over 176 districts in 15 states. Initially, states were provided with assistance to prepare action plans. By 1998, many states had carried out surveys and formal assessment camps, and had evolved strategies to provide resource support to children with special needs.

The 15 states where DPEP is being implemented have made encouraging efforts by developing appropriate infrastructure, and by selecting consultants, State Project Committees, District Resource Groups, and IEDC coordinators at the State Project Office and District Project Offices. Through a massive civil construction drive, over 200,000 new schools have been built. This has helped in increasing the enrolment of children in school and the promotion of adult literacy, which is also a DPEP objective.

### **4. District Rehabilitation Centres and National Programme for Rehabilitation for Persons with Disability (NPRPD)**

The Ministry of Social Justice and Empowerment has set up 11 District Rehabilitation Centres in 10 states—Orissa, Andhra Pradesh, Rajasthan, Maharashtra, Uttar Pradesh, Tamil Nadu, Haryana, West Bengal, Madhya Pradesh and Karnataka. A similar scheme called the National Programme for Rehabilitation for Persons with Disability (NPRPD) was launched in 1999. Under the scheme, financial resources are provided to state governments for initiating services at the district level. The government is using community-based rehabilitation as a strategy to scale up basic rehabilitation services, and to create a process for empowering people with disabilities, their families and communities. Within the scheme, the system of delivery of



rehabilitation services is established from grassroots to the state level as follows.

- Each gram panchayat will have two community-based rehabilitation workers—for promoting community-based rehabilitation of people with disabilities, especially prevention, early detection and intervention.
- Each block will have two multipurpose rehabilitation workers—for providing basic rehabilitation services, and for coordinating activities with other government agencies.
- There is a District Referral and Training Centre—for providing comprehensive rehabilitation services to people with disabilities covering all categories.
- There is a State Resource Centre—to serve as the state-level apex institution for training and human resources development, and providing rehabilitation services including those referred to it from lower levels.

### 5. UN Support to Primary Education:

**Community School Programme** The Community School Programme is a unique multi-state, multi-agency initiative. UN organizations—UNDP, UNICEF, UNFPA, UNESCO and ILO—are participating in the programme with five nodal ministries and nine state departments. The programme is a vehicle for channelling UN support for ongoing efforts towards UEE by helping to enhance and sustain community participation in effective school management and the protection of child rights. Support is being provided for improving the performance of teachers in the use of interactive, child-centred and gender-sensitive methods of teaching in multi-grade classrooms, and to redressing social constraints that affect attendance and performance of school-aged children, mainly girls. The focus is on addressing the educational needs of working children, children with disabilities, and adolescent girls. The states participating in this programme include Andhra Pradesh, Chattisgarh, Jharkhand, Karnataka, Maharashtra, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh. The interventions are location-specific and respond to situational variations. The UN-supported project clearly advocates an inclusive education strategy based on the Salamanca principles and UNESCO guidelines. A study by CBR Network (2001) for identifying good practices in Karnataka and Uttar Pradesh noted that there is a lack of operational guidelines for teacher training programmes on the

planning and management of inclusive education practices in the Indian context.

### 6. Sarva Shiksha Abhiyan (SSA) (Movement to Educate All)

At present, the massive Sarva Shiksha Abhiyan (SSA) programme aims to achieve UEE for all. Efforts within SSA will be underscored by effective decentralization, sustainable financing, cost-effective strategies for universalization, community-owned planning and implementation, and focus on girls, marginalized caste groups and ethnic minorities. Inclusive education is an integral component of SSA, and success will largely depend on the extent of enrolment, retention and achievement rates of children with special needs. The SSA framework provides Rs 1200 per challenged child per year to meet certain expenses. Interventions suggested for integrated education of disabled children are early detection and identification, functional and formal assessment, educational placement, aids and appliances, support services, teacher training, resource support, parental training and community mobilization, planning and management, strengthening of special schools, removal of architectural barriers, research, monitoring and evaluation, and a special focus on girls with disabilities. The provision of Rs 1200 per challenged child per year made under SSA may not suffice, if all the interventions are to be supported. Therefore, the Union Secretary (Elementary Education and Literacy) convened a meeting of those departments/agencies of the government, who have stake in integrated education of disabled children, for seeking support and exploring the possibility of convergence of their efforts with SSA to achieve a common objective

### Polices and legislative measures pertaining to the disabled

#### Polices

The Constitution of India and the educational policies envisaged in post-independent India reflect a perseverance and commitment to the fulfilment of UEE. The Constitution states that 'free and compulsory education should be provided for all children until they complete the age of 14 years'.

The first education commission in India (Kothari Commission, 1964–66) addressed issues of access and participation by all. It stressed a common school system open to all children irrespective of caste, creed, community, religion, economic condition and social status. In 1968, the National Education Policy followed the commission's recommendations and suggested the expansion of educational facilities for physically and mentally

handicapped children, and the development of an 'integrated programme' enabling handicapped children to study in regular schools.

Two decades later, the National Policy on Education (NPE) (1986) stressed the 'removal of disparities' in education, while attending to the specific needs of those who had been denied equality so far (MHRD, 1986). It stated 'the objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth, and to enable them to face life with courage and confidence.' In 1987, to fulfil the provisions for disabled children in the NPE, the government launched the Project for Integrated Education Development (PIED). It states 'wherever feasible, the education of children with motor handicaps and other mild handicaps will be in common with that of others.' According to the NPE, 'the indicators of integration are that handicapped people enjoy the same rights as the rest; have opportunities for growth and development in environmental conditions available to the rest; have access to the quality of life like any other citizen; and are treated as equal partners in the community.'

The programme of action outlined measures to implement the policy including massive inservice training programmes for teachers; an orientation programme for administrators; the development of supervisory expertise in resource institutions for school education at the district and block level; and provision of incentives such as supply of aids, appliances, textbooks and school uniforms. The NPE underwent modifications in 1992 (MHRD, 1992). It made an ambitious commitment to universal enrolment by the end of the Ninth Five-Year Plan for both categories of disabled children: those who could be educated in general primary school, and those who needed to be educated in special schools or special classes in general.

'Curriculum flexibility is of special significance for these children. Special needs for these children will be met if child-centred education is practiced. Child-to-child help in education of the children with disabilities is an effective resource in view of large classes and multi-grade teaching.'

Another significant policy development in India took place following the ESCAP Proclamation on Full Participation and Equality of People with Disabilities in the Asia and Pacific Region in 1992. The Equal Opportunities and Rights of Persons with Disabilities Act 1996 called for the education of children with disabilities up to the age of 18 years in an appropriate environment. The act grants 'equal opportunities, protection of rights and full participation' to people with disabilities. It includes a number of provisions that 'endeavour to promote the integration of students with disabilities into normal schools'. It also upholds the role of special schools



by asking schools in the government and private sector to promote their establishment. Although there is no specific mention of inclusive education in the act, it is judged to be breakthrough legislation relating to education and economic rehabilitation of people with disabilities. The economic rehabilitation section under this act stipulates that certain posts in various government departments and in the public sector are to be identified, and a percentage (three per cent) are to be reserved for people with disabilities. In 1999, the government passed the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act especially for the rehabilitation of people with disabilities.

The issue of 'disability' has also found a place in all the country's five-year plans (Box 1). Various national/apex-level institutes were established to deal with problems of specific disabilities. These institutes have been set up for education, training, vocational guidance, counselling, rehabilitation, research and training in various aspects of disability.

### Legislation

The Constitution of India applies uniformly to every legal citizen of India, whether they are healthy or disabled in any way (physically or mentally) Under the Constitution the disabled have been guaranteed the following fundamental rights:

1. The Constitution secures to the citizens including the disabled, a right of justice, liberty of thought, expression, belief, faith and worship, equality of status and of opportunity and for the promotion of fraternity.
2. Article 15(1) enjoins on the Government not to discriminate against any citizen of India (including disabled) on the ground of religion, race, caste, sex or place of birth.
3. Article 15 (2) States that no citizen (including the disabled) shall be subjected to any disability, liability, restriction or condition on any of the above grounds in the matter of their access to shops, public restaurants, hotels and places of public entertainment or in the use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of government funds or dedicated to the use of the general public. Women and children and those belonging to any socially and educationally backward classes or the Scheduled Castes &

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Tribes can be given the benefit of special laws or special provisions made by the State.

4. There shall be equality of opportunity for all citizens (including the disabled) in matters relating to employment or appointment to any office under the State.
5. No person including the disabled irrespective of his belonging can be treated as an untouchable. It would be an offence punishable in accordance with law as provided by Article 17 of the Constitution.
6. Every person including the disabled has his life and liberty guaranteed under Article 21 of the Constitution.
7. There can be no traffic in human beings (including the disabled), and beggar and other forms of forced labour is prohibited and the same is made punishable in accordance with law (Article 23).
8. Article 24 prohibits employment of children (including the disabled) below the age of 14 years to work in any factory or mine or to be engaged in any other hazardous employment. Even a private contractor acting for the Government cannot engage children below 14 years of age in such employment.
9. Article 25 guarantees to every citizen (including the disabled) the right to freedom of religion. Every disabled person (like the non-disabled) has the freedom of conscience to practice and propagate his religion subject to proper order, morality and health.  
No disabled person can be compelled to pay any taxes for the promotion and maintenance of any particular religion or religious group.
10. No Disabled person will be deprived of the right to the language, script or culture which he has or to which he belongs.
11. Every disabled person can move the Supreme Court of India to enforce his fundamental rights and the rights to move the Supreme Court is itself guaranteed by Article 32.

12. No disabled person owning property (like the non-disabled) can be deprived of his property except by authority of law though right to property is not a fundamental right. Any unauthorized deprivation of property can be challenged by suit and for relief by way of damages.
13. Every disabled person (like the non-disabled) on attainment of 18 years of age becomes eligible for inclusion of his name in the general electoral roll for the territorial constituency to which he belongs.

### Education Law for the Disabled

The right to education is available to all citizens including the disabled. Article 29(2) of the Constitution provides that no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on the ground of religion, race, caste or language. Article 45 of the Constitution directs the State to provide free and compulsory education for all children (including the disabled) until they attain the age of 14 years. No child can be denied admission into any education institution maintained by the State or receiving aid out of State funds on the ground of relief.

### Service programme for the disabled

#### 1. Scheme of Assistance to Disabled Persons for Purchase / fitting of Aids and Appliances. (ADIP)

The scheme is centrally aided and implemented through the voluntary organizations. Aids and Appliances, Artificial limbs which do not cost less than Rs.50/- and more than Rs.6000/- are covered under this scheme. The full cost of the aid is subsides to those whose income is below Rs.5000/- per month and 50% of the cost of the aid is subsides whose income is in between Rs.5000/- - 8000/- per month. Traveling, boarding and lodging cost of the beneficiaries are also provided under this scheme. The implementing NGO has to apply for grants under this scheme through the Dist. Disabled Welfare Officer of the respective district. Details of this scheme, prescribed application form etc., can be obtained from GOI website [www.ministryofsocialjustice&empowerment](http://www.ministryofsocialjustice&empowerment)



### 2. Scheme To Promote Voluntary Action For Persons With Disabilities (Deen Dayal Rehabilitation Scheme)

The Scheme of the Ministry of Social Justice & Empowerment, Government of India, simplifies and facilitates procedure for easy access to govt. support for NGOs with the aim to widen the scope and range of programmes. It will address the unmet needs of the over 95% Indian citizens with disabilities who have not had access to services so far.

The objectives of the scheme:

- To ensure effective implementation of the Act.
- To encourage voluntary action.
- To create enabling environment.
- To ensure equal opportunities, equity and social justice to persons with disabilities.
- To empower persons with disabilities.
- To implement outreach and comprehensive Community-Based Rehabilitation programmes in urban and rural environments.
- To enhance education opportunities at all level and in all forms.
- To enlarge the scope of vocational and professional opportunities, income generation and gainful occupations.
- To support all such measures as may be necessary for promoting formal as well as non-formal employment and placement opportunities.
- To support people with disabilities in projects which are environment friendly and Eco promotive.
- To support effort to ensure protection of human, civil and consumer rights to persons with disabilities.
- To support legal literacy, including legal counselling, legal aid and analysis and evaluation of existing laws.
- To support the development publication and dissemination of information documentation and training materials.
- To support the conduct of surveys and other forms of epidemiological studies.
- To support (a) construction and maintenance of buildings, (b) furniture and fixtures, and (c) installation and maintenance of machinery and equipment.

- To support and facilitate the availability of appropriate housing, homes and hostel facilities.
- To establish and support facilities for sport, recreation, leisure-time activities, excursions, creative and performing arts, cultural and socially inclusive activities.
- To promote research in various development areas, innovative strategies, assistive devices and enabling technologies and support production of such devices ensuring quality control.
- To support manpower development activities to train required personnel at different levels for all programmes/projects/activities for persons with disabilities.
- To set up well equipped resource centers at different levels.
- To promote and support the development of self-help groups, parent organisations and independent living.
- To encourage coordination, cooperation and networking and multisectoral linkages.
- To support such other measures, which may meet the needs of the persons with disability and fulfill the obligations as prescribed in the Disability Act of 1995.

ELIGIBLE NGOS who opt for financial assistance must submit the proposals through State Govt. State Govt. will scrutiny the proposals and as per feasibility recommend for financial assistance. The present around 90 special schools / VTCs are assistance under Central Grant-in-Aid.

### 3.National Awards for People with Disabilities

The Ministry of Social Justice & Empowerment has been awarding National Awards since 1969 on the International Day of Disabled Persons on 3rd December every year. The Awards are classified in different categories, namely best employer of disabled, outstanding employee, placement officer, best individual, institution, barrier-free environment, creative disabled person and National Technology Awards involved in the rehabilitation and welfare of persons with disabilities.

Institution of Awards has created awareness among the disabled persons both in public and private sector and brought them in the mainstream.

### 4. An Integrated Programme for Older Persons

Under this Scheme financial assistance up to 90% of the project cost is provided to NGOs for establishing and maintaining old age homes, day

care centers, mobile Medicare units and to provide non-institutional services to older persons. The scheme has been made flexible so as to meet the diverse needs of older persons including reinforcement and strengthening of the family, awareness generation on issues pertaining to older persons, popularisation of the concept of life long preparation for old age, facilitating productive ageing, etc.. Nearly 50 projects are implemented in the state under above scheme.

### 5. Vocational Rehabilitation Centre

The Government of India has set up the Vocational Rehabilitation Centre for disabled at Bangalore and the same has been functioning from 1991. The Centre is providing vocational training in Computers, Carpentry, Welding, Fitter, Electrical, Embroidery, Book Binding and Tailoring etc. The Vocational Rehabilitation Centre has provided 100% placement for all the trainees who have undergone training. The Vocational Training Centre also provides counseling services for children / persons with intellectual disabilities.

### 6. Incentives to Private Sector Employers for providing employment to persons with Disabilities

**1. The scheme of giving incentives to employers.** for providing employment to persons with disabilities in the private sector. as approved by the Government would be as under:-

- (i) Total Outlay : Rs.1800 Crore for the 11th Five Year Plan
- (ii) Sector covered : Private Sector
- (iii) Jobs to be created : 1 lakh per annum
- (iv) Salary limit : Employees with disabilities. with. monthly wage up to Rs.25000/. per month working in the private sector would be covered.
- (v) Incentives : Payment by Government towards employer's contribution to the Employees Provident Fund and Employees State Insurance for the first three years. The administrative charges of 1.1% of the wages of the employees covered under the Employees Provident Fund & Miscellaneous Provisions (EPF&MP) Act will continue to be paid by the employer.

### 2. Conditions:

A. The scheme will be applicable to the employees with disabilities:-

- Ⓐ Covered under the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act. 1995 and the National Trust

for Welfare of Persons with Autism. Cerebral Palsy. Mental Retardation and Multiple disabilities Act. 1999.

(ii) In the private sector all Over India on enrolment of the employees in employees Provident Fund (EPF) and the Employees State Insurance: (ESI), under the Employees Provident Fund and Miscellaneous Provisions Act. 1952 and employees State Insurance Act, 1948 respectively. In the State of Jammu and Kashmir, the employees would be registered in EPF under the J&K Employee Provident Fund and Miscellaneous Provisions Act, 1961.

(iii) Appointed on or after 1.4.2008.

B. The employers would submit a copy of the disability certificate, issued to the disabled employee by the Competent Authority under the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 and the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Rules.1996. first time when :such benefit under EPF and ESI is claimed.

C. The Government will directly provide employer's contribution for the schemes covered under the Employees Provident Fund & Miscellaneous Provisions Act. 1952 and the employment State Insurance Act 1948. This will be done in respect of employees for a maximum period of 3 years. The Administrative charges of 1.1% of the wages of the employees covered under the EPF Act will continue to be paid by the respective employers.

**3. The Ministry of Social Justice and Empowerment** would make available to the employees provident fund organization and employees State Insurance Corporation lump-sum funds by way of advance. These would be used for the purpose of adjustment of individual clients received from the employers under the scheme. The amount with the organizations would be replenished periodically.

Initially both the organizations would be provided Rs.5.00 crores each and considering the requirement, the amount would be subsequently enhanced. The advance amount would be subject to quarterly review by the high level Committee to be set up.

**4. To monitor the implementation of the scheme,** the High Level Committee co-chaired by the Ministries of Labour and Employment and Social Justice and Empowerment would be constituted. The composition of the Committee will be as follows:

1. Secretary, Ministry of Labour and Employment - Chairman
2. Secretary, Ministry of Social Justice and Empowerment – Co-Chairman
3. Joint Secretary, Ministry of Labour and Employment. Member

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4. Chief Provident Fund Commr. Of Employees Provident Fund Organization – Member.
5. Commissioner, Employees State Insurance Corporation – Member
6. Joint Secretaries and Financial Advisers, Ministry of Social Justice and Empowerment and Labour and Employment - Member
7. Joint Secretary level Officer in Ministry of Social Justice and Empowerment – Member Secretary.
5. The Committee would meet periodically, as per requirement, with a minimum sitting of once in a quarter and consider various issues necessary for the smooth functioning of the scheme.





## UNIT 3: DIFFERENT LEARNERS IN INCLUSIVE EDUCATION

### Types of Learning Disability

#### Learning Disability : Definition

Learning Disability is a general term that describes specific kinds of learning problems. A learning disability can cause a person to have trouble learning and using certain skills. The skills most often affected are: reading, writing, listening, speaking, reasoning, and doing math.

#### 1. Physical disability

Many causes and conditions can impair mobility and movement. The inability to use legs, arms, or the body trunk effectively because of paralysis, stiffness, pain, or other impairments is common. It may be the result of birth defects, disease, age, or accidents. These disabilities may change from day to day. They may also contribute to other disabilities such as impaired speech, memory loss, short stature, and hearing loss.

People with mobility and movement impairments may find it difficult to participate when facing social and physical barriers. Quite often they are individuals of courage and independence who have a desire to contribute to the fullest level of their ability. Some are totally independent, while others may need part- or full-time assistance.

#### 2. Visual – impaired

Some individuals have trouble seeing. Visual problems range from blurred or fuzzy vision to total blindness. Individuals with visual problems differ widely in their needs, skills, personalities, and attitudes. Members with loss of vision can and do serve in Church responsibilities.

#### 3. Hearing – impairment

Hearing loss can vary from slight loss to complete deafness. Some individuals may wear hearing aids. Some persons with hearing loss use sign language to communicate, others read lips and are able to speak, and some use a combination of both methods.

People with hearing loss face challenges in communicating, particularly in crowds. This difficulty may result in feelings of loneliness, frustration, anger, low self-worth, hopelessness, and depression.

#### 4. Orthopaedic disability

An orthopedic impairment is defined by the [Individuals with Disabilities Education Act \(IDEA\)](#) as –a severe orthopedic impairment that adversely affects a child's educational performance. IDEA specifies that this term –includes impairments caused by a congenital anomaly [birth defects], impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). Put directly, orthopedic impairments involve physical disabilities which could affect the academic process.

#### 5. Mentally -impaired

Any mental disorder other than mental retardation

- **Mental retardation** - A condition of arrested or incomplete development of mind of a person which is specially characterized by sub - normality of intelligence i.e. cognitive, language, motor and social abilities
- **Autism** - A condition of uneven skill development primarily affecting the communication and social abilities of a person, marked by repetitive and ritualistic behaviour.
- **Multiple Disability** - A combination of two or more disabilities as defined in clause (i) of section 2 of the Person with disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995 namely Blindness/low vision Speech and Hearing Impairment Locomotor disability including leprosy cured Mental retardation and Mental illness

## Learning disabilities

### 1. Dyslexia

Dyslexia is a lifelong condition that makes it difficult for people to read. It's the most common learning issue, although it's not clear what percentage of kids have it. Some experts believe the number is between 5 and 10 percent. Others say as many as 17 percent of people show signs of reading issues. The reason for the wide range is that experts may define dyslexia in different ways.

Dyslexia is mainly a problem with reading accurately and fluently. Kids with dyslexia may have trouble answering questions about something they've read. But when it's read to them, they may have no difficulty at all.

Dyslexia can create difficulty with other skills, however. These include:

- Reading comprehension
- Spelling
- Writing
- Math

### 2. Dyscalculia

Dyscalculia is a lifelong condition that makes it hard for kids to perform math-related tasks. It's not as well known or understood as dyslexia. But some experts believe it's just as common.

#### Signs and Symptoms

##### Preschool

- Has trouble learning to count and skips over numbers long after kids the same age can remember numbers in the right order.
- Struggles to recognize patterns, such as smallest to largest or tallest to shortest.
- Has trouble recognizing number symbols (knowing that 7 means seven).
- Doesn't seem to understand the meaning of counting. For example, when asked for five blocks, she just hands you an armful, rather than counting them out.

##### Grade School

- Has difficulty learning and recalling basic math facts, such as  $2 + 4 = 6$ .

- Struggles to identify +, – and other signs, and to use them correctly.
- May still use fingers to count instead of using more advanced strategies, like mental math.
- Struggles to understand words related to math, such as *greater than* and *less than*.
- Has trouble with visual-spatial representations of numbers, such as number lines.

### Middle School

- Has difficulty understanding place value.
- Has trouble writing numerals clearly or putting them in the correct column.
- Has trouble with fractions and with measuring things, like ingredients in a simple recipe.
- Struggles to keep score in sports games.

### High School

- Struggles to apply math concepts to money, including estimating the total cost, making exact change and figuring out a tip.
- Has a hard time grasping information shown on graphs or charts.
- Has difficulty measuring things like ingredients in a simple recipe or liquids in a bottle.
- Has trouble finding different approaches to the same math problem.

Dyscalculia can create challenges in more areas than just learning. Learn how it can affect everyday skills, too. These include social interactions and time management.

### 3. Dysgraphia

Dysgraphia is a specific learning disability that affects written expression.

Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language based, and/or non-language based disorder.

Many people have poor handwriting, but dysgraphia is more serious. Dysgraphia is a neurological disorder that generally appears when children are first learning to write. Experts are not sure what causes it, but early treatment can help prevent or reduce problems.

### Signs and Symptoms

- Generally illegible writing
- Inconsistencies in writing, e.g. mixtures of printing and cursive writing, upper and lower case, or irregular sizes, shapes, or slant of letters
- Unfinished words or letters, omitted words
- Inconsistent position of letters on the page with respect to lines and margins
- Inconsistent spaces between words and letters
- Cramped or unusual grip of the writing instrument, especially holding the writing instrument very close to the paper, or holding thumb over two fingers and writing from the wrist
- Strange wrist, body, or paper position
- Talking to self whilst writing, or carefully watching the hand that is writing
- Slow or laboured copying or writing
- Large gap between written ideas and understanding demonstrated through speech.
- Difficulty organising thoughts on paper

### Attention-deficit/hyperactivity disorder (ADHD)

#### Definition

Attention-deficit/hyperactivity disorder (ADHD) is a brain disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development.

- **Inattention** means a person wanders off task, lacks persistence, has difficulty sustaining focus, and is disorganized; and these problems are not due to defiance or lack of comprehension.
- **Hyperactivity** means a person seems to move about constantly, including in situations in which it is not appropriate; or excessively fidgets, taps, or talks. In adults, it may be extreme restlessness or wearing others out with constant activity.
- **Impulsivity** means a person makes hasty actions that occur in the moment without first thinking about them and that may have high potential for harm; or a desire for immediate rewards or inability to delay gratification. An impulsive person may be socially intrusive and excessively interrupt others or make important decisions without considering the long-term consequences.



### Signs and Symptoms

Inattention and hyperactivity/impulsivity are the key behaviors of ADHD. Some people with ADHD only have problems with one of the behaviors, while others have both inattention and hyperactivity-impulsivity. Most children have the combined type of ADHD.

In preschool, the most common ADHD symptom is hyperactivity.

It is normal to have some inattention, unfocused motor activity and impulsivity, but for people with ADHD, these behaviors:

- are more severe
- occur more often
- interfere with or reduce the quality of how they function socially, at school, or in a job

### Autism

#### Definition

Autism is a developmental disability. Children with autism, also known as autism spectrum disorder or ASD, have social, communication and language problems. They also have restricted and repetitive patterns of behavior, interests, or activities, such as flipping objects, echolalia, or excessive smelling or touching of objects. Autism may be mild or severe. All children with autism don't have the exact same problems. Children with autism may have the following social and communication skills and common behaviors:

#### Social Skills

Your child may have problems using social skills to connect with other people. He may seem to be in his own world. It may be hard for him to

- share a common focus with another person about the same object or event-known as joint attention;
- play with others and share toys;
- understand feelings;
- make and keep friends.

#### Communication Skills

Your child may have trouble with communication skills like understanding, talking with others, reading or writing. Sometimes, she might lose words or other skills that she's used before. Your child may have problems

- understanding and using gestures, like pointing, waving, or showing objects to others;
- following directions;
- understanding and using words;
- having conversations;
- learning to read or write. Or she may read early but without understanding the meaning—called hyperlexia.

Your child also may

- repeat words just heard or words heard days or weeks earlier-called echolalia (pronounced ek-o-lay-le-a);
- talk with little expression or use a sing-song voice;
- use tantrums to tell you what he does or does not want.

### Common Behaviors

A child with autism may

- have trouble changing from one activity to the next;
- flap hands, rock, spin or stare;
- get upset by certain sounds;
- like only a few foods;
- have limited and unusual interests—for example, talk about only one topic or keep staring at one toy.

### Cerebral Palsy

Cerebral palsy refers to a group of neurological disorders that appear in infancy or early childhood and permanently affect body movement and muscle coordination. Cerebral palsy (CP) is caused by damage to or abnormalities inside the developing brain that disrupt the brain's ability to control movement and maintain posture and balance. The term *cerebral* refers to the brain; *palsy* refers to the loss or impairment of motor function.

### Signs and Symptoms

- lack of muscle coordination when performing voluntary movements (*ataxia*);
- stiff or tight muscles and exaggerated reflexes (*spasticity*);
- weakness in one or more arm or leg;
- walking on the toes, a crouched gait, or a —scissoredll gait;

## Creating an inclusive school

- variations in muscle tone, either too stiff or too floppy;
- excessive drooling or difficulties swallowing or speaking;
- shaking (*tremor*) or random involuntary movements;
- delays in reaching motor skill milestones; and
- difficulty with precise movements such as writing or buttoning a shirt.

### Causes

1. Damage to the white matter of the brain (*periventricular leukomalacia*, or PVL).
2. Abnormal development of the brain (*cerebral dysgenesis*).
3. Bleeding in the brain (*intracranial hemorrhage*).
4. Severe lack of oxygen in the brain.



## **UNIT 4**

### **IDENTIFICATION AND INCLUSION**

#### **Early detection of disability**

The need for early detection of learning disabilities all comes down to potential. Although learning disabilities all occur due to the way the brain is structured or in the way it functions, the problem emerges in different ways and at different ages from one child to the next.

Children who may initially be thought to have lower intelligence than their peers may have normal intelligence, but have a problem learning that prevents them from reaching their potential. Not recognizing the reasons that young children struggle in school will prevent them from getting the help they need to reach their potential, then, and later on.

Learning disabilities do not go away. Instead, they tend to grow more problematic as time is allowed to pass. Getting behind in third grade may not seem like a significant problem. Once they reach fourth grade, and then fifth, the impact of the learning disabilities become more apparent, but the children have already fallen well behind.

By this point, children are feeling a lack of confidence and becoming more frustrated, sometimes resulting in their acting out. On the other hand, when the learning disability is recognized early on, steps can be taken to help the children to obtain the life skills needed for a successful life throughout adulthood.

Sending a child with a learning disability to a school for special needs like John Cardinal O'Connor School can eliminate a number of additional problems from

occurring. Children with learning disabilities are often held back because they are unable to meet the academic requirements to pass to the next grade. Behavioral problems can occur, and those who make it to high school are more likely to drop out when they do not receive treatment for their learning disability. The sooner learning disabilities are diagnosed and treated, the more likely children will be able to reach their potentials.

### Recognizing the Signs of Learning Disabilities

Although learning disabilities may be detected at all ages, from preschool to high school, it is always best to make the diagnosis as soon as possible. WebMD advises parents to be aware of developmental milestones such as walking or talking. An inability to socialize can also signal a learning disability in children of different ages, as can the signs below:



- Problems sounding out or pronouncing words
- Difficulty pronouncing or learning the meaning of new words
- Problems following instructions
- Failure to respond to questions
- Difficulty explaining what they want
- Problems rhyming
- Clumsiness
- Lack of balance
- Poor memory
- Impulsive and easily distracted
- Difficulty focusing on a task
- Difficulty learning new concepts
- Becomes frustrated easily
- Easily angered



The signs change somewhat for older children who face more complex and challenging academics. Early placement in schools for children with learning difficulties can help get children on track at an early age so they get the help they need from experienced instructors that understand the specific disability that each child has.

Early diagnosis not only improves the child's ability to reach their academic potential, but also prevents the development of low self-esteem and behavior problems that further interfere with their ability to learn. Without early diagnosis, the potential to develop the skills they need to have a normal, successful life as an adult can be greatly reduced.

### **Early detection of disability – Issues and challenges**

Early intervention is vitally important for any child at risk of literacy or numeracy failure and there are many indicators to suggest that the essential foundation skills are not being established. In many cases, it becomes apparent prior to year one when children are in the Foundation or Pre-primary years and beginning to learn the fundamental skills required for successful literacy and numeracy learning. Children may have difficulties:

- hearing the sounds in words;
- recognising that certain words rhyme or that strings of words start with the same sound;
- learning the names and sounds of the letters of the alphabet;
- learning the names and values attached to numbers;
- remembering the shape of letters and numbers and how to write them;
- reading simple words accurately, without guessing from context or using picture cues.

Including students with learning disabilities within the general education setting comes with its fair share of challenges, even if one of the supportive models of inclusion is implemented well. All children are entitled to an appropriate and quality education, yet rushing into an inclusive environment might do more harm than good if it's not managed effectively.

Teachers of inclusive classrooms require the proper training and support to ensure they maximize the potential of the setup. Teachers in blended classrooms cannot just be handed technology, but instead require training, models, and feedback to understand how to best utilize the tools. Teachers also need to feel comfortable with itinerant specialists who visit their students and are available for consultation. And while team teaching sounds like a silver bullet for supporting students with disabilities, those teachers need to understand how to effectively work together without upstaging or overlapping one another.


It's not an easy path to effectively support students with special learning needs or disabilities, but it's a path worth taking if it means special education students can participate in the general education setting. Once committed to a model of inclusion, the students, parents, teachers, and school must work together to continually refine the methods utilized and ensure each student receives a chance to maximize their learning.

Some children have difficulty remembering and repeating a short sentence or a nonsense word, while others take a long time to name things, even when it is something they are familiar with.

Many of the skills identified above are dependent on cognitive processing and memory. Students with learning disabilities are often found to have difficulties with phonological processing, orthographic processing and working memory.

Phonological processing is a term used to describe the way we process language. It includes our awareness of the sounds and structure of the sentences and words we hear, how well we remember speech, and how quickly we can name things that we know.

The new anti-discriminatory climate has provided the basis for much change in policy and statute, nationally and internationally. Inclusion has been enshrined at the same time that segregation and discrimination have been rejected. Articulations of the new developments in ways of thinking, in policy and in law include:

- 
- The UN Convention on the Rights of the Child (1989) which sets out children's rights in respect of freedom from discrimination and in respect of the representation of their wishes and views.
  - The Convention against Discrimination in Education of UNESCO prohibits any discrimination, exclusion or segregation in education.
  - The UNESCO<sup>[44]</sup> Salamanca Statement (1994) which calls on all governments to give the highest priority to inclusive education.
  - The UN Convention on the Rights of Persons with Disabilities (2006) which calls on all States Parties to ensure an inclusive education system at all levels.

### Parameters of Inclusive Education

Parameters identified for effective inclusive education are placing the child in age appropriate grade place, no special classes or schools and cooperative learning practiced where teachers can share ideas for improvement of the educational system. Conclusion was made on the need for inclusive education.

### **Parental attitude towards Inclusive Education**

Descriptive results showed that parents' attitudes towards the inclusion of a student with a physical disability or learning disability were rather positive, while the attitudes towards students with behavioural disorders or mental disabilities were rather neutral.

### **Community awareness (towards inclusive Education)**

Inclusive school communities are educational settings in which students with disabilities have opportunities to participate and receive support in all aspects of school life alongside peers who do not have disabilities. ... By collaborating, these educators better support the learning and participation of all students.

### **Models of Inclusion**

#### **1. Wang's adoptive environment model**

##### **Meaning**

The Adaptive Learning Environments Model (ALEM) is an innovative educational program designed to meet the diverse social and academic needs of students in regular classes. A product of over 2 decades of research, development and school-based implementation in a variety of communities, the model serves as an alternative approach to educational reform for schools striving to be responsive to the learning needs of individual students with varying abilities, experiences, and socioeconomic backgrounds.

Underlying the model's design is the premise that students learn in different ways and at varying rates and require different amounts of instructional support. The Adaptive Learning Environments Model accommodates and builds



upon these differences through adaptive instruction, in which a variety of instructional methods are adopted and tailored to the needs and the learning characteristics of individual students, and specific interventions are used to increase each student's ability to benefit from the learning environment.

### **origin**

The call for programs that work for the educational success of each student, including those with special needs and those who are considered to be academically at risk, has become a central issue in school reform programs. There have been significant advances in theory and practical knowledge of effective instruction, and growing evidence suggests a great variability in the ways that students acquire, organize, retain, and generate knowledge and skills. The Adaptive Learning Environments Model was designed to cull from the knowledge base on what makes teaching and learning more effective and efficient.

### **Mechanism**

The Adaptive Learning Environments Model's goal is to ensure achievement of basic academic skills and other valued educational outcomes, including students' positive self-perceptions of academic and social competence, sense of responsibility for their own education and the broader community and competencies for coping with the social and academic demands of schooling. In order to accomplish this, the model focuses on systematically integrating features that theory, research, and practice have shown to be instructionally effective and pedagogically meaningful.

Accordingly, implementation of the Adaptive Learning Environments Model is supported by three categories of program design dimensions: delivery of

adaptive instruction in regular classroom settings; classroom management and program implementation; and school- and district-level interventions.

Effective implementation of the model requires teachers to use all forms of knowledge in implementing demonstrably effective classroom practices to accommodate students' diverse learning needs. Although adaptive instruction calls for individualized planning, teachers do not work with students on a one-on-one basis. Whole-class and small-group instruction and peer-based cooperative learning are incorporated when deemed particularly suited for achieving certain intended student outcomes or ways to improve instructional efficiency.

In the Adaptive Learning Environments classroom, individual differences are viewed as the norm rather than the exception. While differences in rates of progress are recognized by teachers, parents, and the students themselves, the acquisition of basic academic skills and the development of social competence and self-esteem are expected of each student. Under the Adaptive Learning Environments Model program, specialist teachers (e.g., reading specialists funded under the Title I program or special education teachers) and other related services professionals (e.g., speech pathologists or school psychologists) work with regular classroom teachers in a coordinated system of instructional and related service delivery.

### **The Costs**

Implementation of the Adaptive Learning Environments Model does not require the purchase of specially designed curricula. In almost all cases, a school's current curricular resources can be modified and adapted for use in Adaptive Learning Environments classes. However, a careful analysis of a given school

district's budget constraints is the first step in the needs assessment phase of designing an implementation plan. Cost figures vary with district budgets.

Districts interested in adopting the Adaptive Learning Environments Model as a core general education program need to allocate funds to cover the normal start-up costs of implementing an innovative program. Start-up costs tend to vary from district to district, depending on the nature of the district's curricular preparedness, training requirements, and ability to redeploy current resources.

### **The Model Implemented in a school**

The Adaptive Learning Environments Model is designed to provide instruction that is responsive to student needs and to provide school staff with ongoing professional development and school-based program implementation support to achieve student success. Implementation features the following design elements.

- *Individualized Progress Plans* consist of two components. The first is a highly structured prescriptive component for basic skills mastery. In addition, an exploratory component provides learning opportunities that foster student self-direction and problem-solving ability while fostering social and personal development to enhance student learning success.
- *A Diagnostic-Prescriptive Monitoring System* incorporates a standards-based curriculum and assessment system to ensure student mastery of subject-matter knowledge and learning skills.
- *A Classroom Instruction-Management System* provides implementation support that focuses on student self-responsibility and teacher teaming

in implementing a coordinated approach to instructional and related service delivery.

- *A Data-Based Professional Development Program* provides ongoing training and technical assistance support that is targeted to meet the implementation support needs of the individual staff.
- *A School-Based Restructuring Process* provides school and classroom organizational support and redeployment of school resources and staff expertise to achieve and sustain a high degree of program implementation.
- An active *Family Involvement Program* is targeted to support student learning success.

When a high degree of implementation is achieved, a unique classroom scenario is created. Students can be found working in virtually every area of the classroom, engaging in a variety of learning activities, including participating in small-group instruction, receiving one-to-one tutoring, or engaging in peer-based collaborative activities. Teachers circulate among the students, instructing and providing corrective feedback.

Instruction is based on diagnostic test results and informal assessments by the teacher. Every student is expected to make steady progress in meeting the curricular standards. Learning tasks are broken down into incremental steps, providing frequent opportunities for evaluation



### Evidence for success

In schools where the Adaptive Learning Environments Model components have been adopted, data are collected on degree of implementation, classroom processes, and student outcomes, such as student achievement and student attitudes about their schools and learning experience. Findings from over two decades of implementation of the model in a variety of school settings provide consistent evidence that effective implementation leads to positive changes in classroom process. These changes result in intended academic, attitudinal, and social competence outcomes.

In classrooms where a high degree of implementation is achieved, teachers tend to spend more time on instruction than on managing students and students tend to be highly task oriented. Steady and productive interaction between teachers and students, and among students, replaces the passive learning mode typically found in conventional classrooms. Interactions among students, for the most part, focus on sharing ideas and working together on learning tasks. Distracted behavior on the part of individual students is minimal and does not seem to interfere with the work of others.

Standardized achievement test scores in reading and math indicate that implementation of the model consistently leads to student achievement that meets or exceeds expected gains. Achievement results from various sites over the years have compared favorably with comparison sites in terms of national test norms, as well as district and population norms. Significant differences have been found with special education students who are integrated in regular Adaptive Learning Environments classes.



### 2. Team-teaching inclusionary model

The team teaching model pairs two (or more, but usually two) teachers together to cooperatively teach a class. The typical team includes one teacher who specializes in content (such as an English or math teacher) and a special education teacher. Together, the teachers utilize their skills and focuses to ensure that all students receive a quality education and special education students have appropriate accommodations in place to best support their learning in the mainstream setting.

#### Mechanism of team teaching inclusionary model

1. **Parallel Teaching:** Parallel teaching refers to two teachers teaching the same content simultaneously in one classroom. The purpose of this model is to lower the student to teacher ratio while delivering the same content. (Co-teaching Connection, n.d.) This model of teaching can be beneficial to identify student need, and allow students a smaller setting to help create a higher comfort level among peers. Physical space can be a barrier in this type of setting, because sometimes having two people speaking at the same time can be distracting. A suggestion to alleviate this problem would be to teach the same content, but time the lesson so that the groups are on different schedules. For example, if one teacher is delivering content, the other teacher will have students work independently, and then switch.
2. **Station Teaching:** Station teaching is when teachers split the content into different stations around the classroom. Each teacher becomes an expert in one piece of the content, and runs a station. Throughout the course of the lesson, the students rotate throughout the stations in order to receive all content they need. This model takes strong classroom management, for students are moving freely around the classroom while

both teachers are working with small groups. One way to use this model effectively would be to create several stations that the students can work on independently to lower group sizes for the stations that the students will work with a teacher. (Co-teaching connection, n.d.)

3. **Alternative Teaching:** Alternative teaching refers to when one teacher works with the majority of students in a full class setting, and the second teacher pulls a small group of students out of the classroom (or to an area of the classroom) to work together in a small group. In the small group, the second teacher can either teach the same content, while providing extra support to students who need it, or address individual student needs and academic gaps in content. (Co-teaching connection, n.d.) Something to keep in mind is that it is important that the students don't feel singled out, and that they don't feel like working with one teacher over another "labels them". My co-teacher and I strategically switch groups and take turns working with smaller groups so that our students never feel that working in a small group has a certain stigma to it.
4. **One teaches, One Assists:** This model works when content needs to be delivered to the class as a whole. As one teacher teaches the lesson, the other teacher walks around the room answering student questions, keeping students on task and helping individual students when needed. (Co-teaching connection, n.d.) A simple suggestion for this type of classroom would be to provide students with a sticky note at the start of class to write questions on while the lesson is going on. As the second teacher walks around, he or she can easily answer questions without interrupting the lesson.

### 3. SAALE MODEL

**SAALE MODEL** is Systematic Approach for Adapting the Learning Environment. **AUTISM.** Autism is a disorder of neural development characterized by impaired social interaction and verbal and non-verbal communication and by restricted, repetitive or stereotyped behavior.

SAALE MODEL stands for :

S = SYSTEMATIC

A = APPROACH

A = ADAPTING

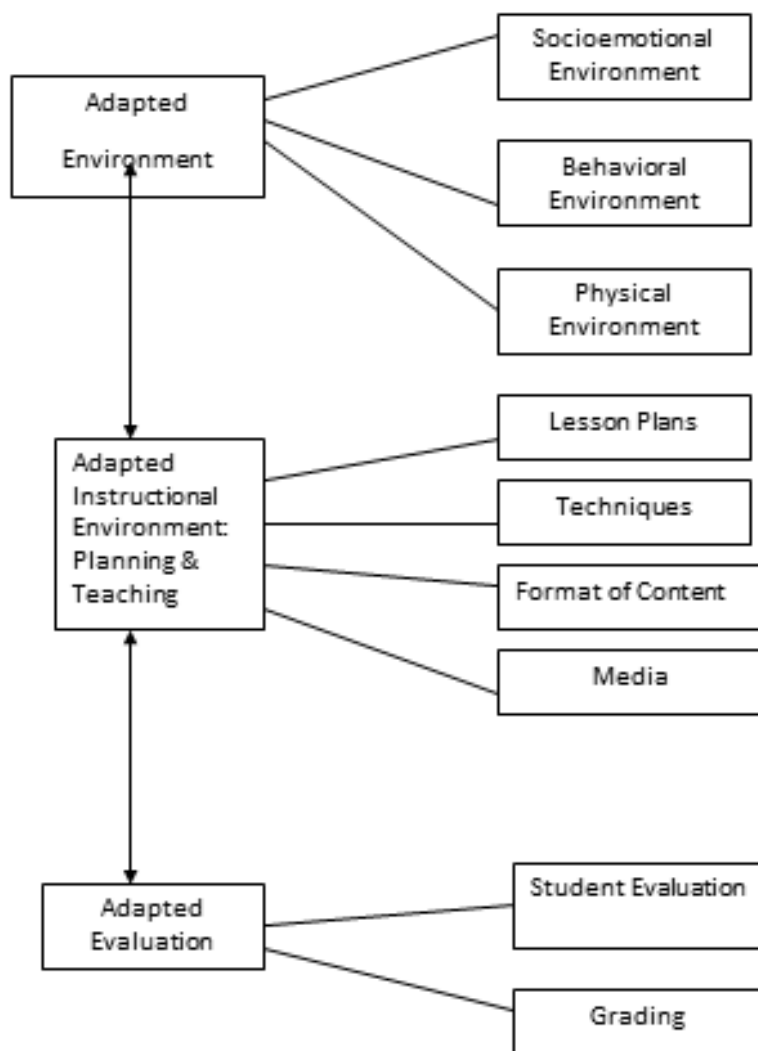
L = LEARNING

E = ENVIRONMENT

SAALE MODEL is Systematic Approach for Adapting the Learning Environment

SAALE MODEL first being applied during 1970's and it aimed to allowed disabled children to get the same curriculum as the normal children. It is a universal design of teaching and learning model.

# Model SAALE



**SAALE MODEL has 3 main components or types of adaptation, they are :**

- Environment
- Instructional environment (planning & teaching)
- Evaluation

**Adaptation of environment has 3 components**

- socio- emotional environment
- physical environment
- behavioral environment

Adaptation of instructional environment consists of lesson plan, techniques etc.

Adaptation of evaluation is how students being evaluate and graded.

**Role of Parents in inclusion**

A child's development depends immensely on the joint efforts of the child, parents and therapists. While therapists are a crucial part of therapy, parents also play an integral role as they inspire, motivate, and incorporate functions taught in therapy with daily life.

A child's development depends immensely on the joint efforts of the child, parents and therapists. While therapists are a crucial part of therapy, parents also play an integral role as they inspire, motivate, and incorporate functions taught in therapy with daily life.

When parents learn the techniques taught in therapy and practice them with their child, it aids in a child's overall improvement. When a parent is not involved in the child's therapy, it might take much longer for the child to



improve. Family involvement is an important aspect in any child's development.

### **A physiological look into things**

A child's brain is most malleable and formative during the early years of his life. With the appropriate methods and stimulation, neuroplasticity will allow the brain to repair or reroute damaged pathways so a child can learn or re-learn to use functions.

It is then possible to develop your child and help him become more independent. If the brain receives little stimulation, the synapses will not develop and the brain will make fewer connections. In order to create new functional pathways, a child must constantly stimulate his brain with repetitive practice.

### **Incorporating Functions in Daily Life**

So how can this be done? Simply attending therapy sessions for a few hours per week isn't enough to help your child meet developmental milestones. By continuing treatment at home, you will be integrating daily functions taught in therapy with the child's daily life.

This will have great impact on your child's improvement as functions become automatic and the child learns that these functions are something that are required through the day as opposed to simply 2-3 hours per week. For example, if a child wants to grab a toy, instead of simply getting him the toy, use the steps taught in therapy and encourage your child to obtain it himself. That way, your child will know to use the steps learned in therapy at home.

### Role of community in inclusion

Inclusive school communities are educational settings in which students with disabilities have opportunities to participate and receive support in all aspects of school life alongside peers who do not have disabilities. In an inclusive system, special educators, specialized instructional support personnel, general educators, and other education personnel work together to address the needs of students with disabilities. By collaborating, these educators better support the learning and participation of all students. Furthermore, research demonstrates that a learning community is better, richer, and more effective when students with disabilities are full participants.

The precedent for inclusive education was set in the Least Restrictive Environment (LRE) clause of Public Law 94-142, originally passed by Congress in 1975. The most recent version of this law, known as the Individuals with Disabilities Education Act (IDEA), was enacted in 2004. Although many strides have been made in realizing the intent of the law, schools often still treat inclusive education as a new and challenging way of supporting students with disabilities. Too often, separateness and exclusion can define the educational experience, particularly for students with the most significant cognitive disabilities. Despite the slow rate of implementation and the challenges involved, educators, students, and families have found many compelling reasons to support inclusive education for students with and without disabilities. Here are 10 of them.

#### 1. Supporting civil rights

Like all students, those with disabilities have the right to attend regular schools and general education classes. Inclusion is a civil rights issue. In a democratic society, every person is to be afforded equal opportunities; segregated settings and marginalization from mainstreamed American experiences symbolize society's rejection of a segment of the population.

Participation in inclusive schools and communities provides students with and without disabilities the experience of a society that values and includes all its citizens.

### **2. Integration in community life**

A primary goal of K-12 education is successful integration of individuals with disabilities into postsecondary education, community living, and competitive employment. Inclusive practices are predictive of better post-school outcomes in adulthood. Segregated and homogenous educational settings do not lead to integrated, heterogeneous community life. By growing up and learning together in school, students with varied abilities, interests, and backgrounds experience diversity as a community norm. Many people in our society have misconceptions about persons with disabilities. The best way to overcome these misconceptions is to bring people with and without disabilities together in shared activities. Inclusive schools provide the opportunity for all students to develop the attitudes, values, and skills needed to live and work alongside others in a diverse society.

### **3. A sense of belonging and acceptance of differences**

Belonging is a human need for all people. However, the practice of sorting, tracking, and separating students is still institutionalized in much of public education. This is especially the case for students with the most significant cognitive disabilities, in spite of IDEA's legal presumption that an education in the general education classroom is preferable for all students. An education in more restrictive environments (less time with nondisabled peers) should only occur under the law if the student cannot be satisfactorily educated in the general education classroom even with supplementary aids and services. An inclusive approach to education challenges practices of separating students and their underlying

assumptions. As educators become more successful implementing inclusive practices, fewer students are at risk for experiencing segregation and its potentially devastating effects on learning. By attending their local schools and being included in all aspects of general education life, students with disabilities are included in the communities where they live and can make friends and learn with other children. Inclusive education promotes a positive school and postschool climate for students of all abilities and backgrounds.

### 4. Varied learning opportunities

Inclusive educational settings offer many varied opportunities to grow socially and academically. There are a wide range of curricular opportunities in general education that cannot be replicated in a separate system of special education. This is important because both IDEA and the Every Student Succeeds Act (ESSA) require that all students, including students with disabilities who take alternate assessments (i.e., those with the most significant cognitive disabilities), should be included in and make progress in the general education curriculum for the grade in which they are enrolled.

All children grow from encountering a variety of experiences. Inclusive settings also offer students many incidental opportunities to learn useful skills and repertoires, such as following typical daily routines, figuring out multiple ways to solve problems, using humor and sharing stories, and communicating effectively. Peers with and without disabilities model and teach each other socially valuable behavior.

### 5. Use of best practices in education

With an increasingly wide range of abilities, interests, and backgrounds in the general student population, educators are beginning to design curricula and provide instruction, materials, and assessments that meet the needs of the

widest range of learners from the outset. By working together, educational team members can creatively design grade-level instruction to better meet the needs of all students. Universal Design for Learning (UDL) is a framework that can be used proactively to help guide practices so that instruction and assessments are presented in ways that permit the widest range of students to access information.

Using UDL, educators can incorporate multiple and flexible means of engagement, representation, and expression in the planning stages of activities and lessons for all students. Then, if additional adaptation is needed, teachers can use Specially Designed Instruction (SDI), which is making specific adjustments based on a student's Individualized Education Program (IEP) to further personalize learning. It is important to note that regulations for IDEA state that "a child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum." Even if some changes in materials are needed, instruction must be aligned to grade-level content standards.

Both UDL and SDI involve appropriately varying the ways in which individual students go about learning. They may also involve students demonstrating different ways of understanding the main concepts. For example, when learning how to use details in a text as a first step in understanding inferences, students may work with text written at different levels. When the class is studying one text, such as reading a common novel, teachers could provide multiple options for the students to access and understand the novel, such as the traditional text, an interactive novel with text-to-speech and a built in bilingual dictionary, or a graphic novel. SDI might also include adapting the text into a summary with a reduced reading level and having a peer read the passage aloud, and then having the student work with the peer to use a word bank with pictures to fill in a graphic organizer that identifies explicit details. The main concept of finding details in the text as a first step to supporting



inferences would be the same for all students, but the instructional approach would differ, and performance expectations may differ. Introducing these types of instruction expands the variety of instructional approaches and results in increased learning for all students.

### **6. An individualized education in a supportive environment**

Students with disabilities may require an educational program that is individualized for most of the school day. This is done by first identifying the priority learning objectives for an individual student with disabilities that will help the student make progress in the general curriculum and using these as goals in the student's Individualized Education Program (IEP). Then it is critically important to carefully determine the times, places, and activities in which the IEP goals can be addressed in the general education environment alongside their peers without disabilities. In this way, the IEP for a student with disabilities meshes with the instructional goals of peers while still meeting individual educational needs. The natural flow of productive interactions and learning in general education environments makes them ideal places in which to expect active student participation and high levels of student accountability for their performance. Students with disabilities can practice skills in these supportive learning contexts even though specific goals and objectives aligned to the grade level content may vary greatly among students.

### **7. Relationship with peers**

Inclusive learning environments provide students with and without disabilities many opportunities to establish relationships with their peers. Such relationships form the beginnings of friendships that are a source of fun and enjoyment, and an essential source of emotional support during challenging times. When considering what contributes

most to one's quality of life, "friends" often appears toward the top of the list. Therefore, the opportunity to connect with a diverse group of peers is an important outcome of inclusion for all students.

### **8. Increased support for all the students**

In inclusive schools, resources—especially instructional personnel—can be leveraged to create more effective and efficient learning opportunities for all students. When students with disabilities are educated in general education classes, special educators and specialized instructional support personnel provide support in those settings. This results in general education teachers and students having additional expertise more available. For example, additional personnel can result in smaller instructional groups during language arts and math, which allows for more frequent and individualized interactions between teachers and students. In addition, general educators have often remarked that their instructional repertoire has expanded as a result of team-teaching with special educators. In this way, special educators and general educators support each other in meeting the educational needs of all children.

### **9. Team building improves schools**

A cornerstone of effective special education has always been collaborative teamwork. An inclusive approach to service provision requires an even greater amount of collaboration among an even greater number of education professionals. Teamwork not only results in improved instruction for students, it also brings about increased esprit de corps and support among a critical mass of educators in a school building. Positive working relationships and a sense of shared responsibility for students are now recognized as cornerstones of successful school-wide improvement efforts. Relationships established among staff involved in creating inclusive learning

experiences can support such initiatives, resulting in increased learning for students throughout a school.

### **Role of peers in inclusion**

Friendships are important for everyone at all stages of life. Including children with special needs in a child care classroom with typically developing children can be beneficial to developing friendships among children with different strengths and abilities.

In an inclusion classroom, the child with a special need has the opportunity to interact with typically developing children and form genuine friendships with them. At the same time, the other children have chances to interact with people whose abilities vary and to learn that disabilities are simply a part of life. Peers can provide important support for a child with special needs, both by providing practical help and by forming friendships.

Inclusive schools promote respectful and supportive relationships, avoid the bullying epidemic, and build the attributes of positive peer-to-peer interactions. Due to the current state of our national economy and shrinking education budgets, schools and businesses alike are striving for both efficient and effective ways to maximize resources. One very powerful resource that is often over-looked, underutilized and perhaps not well understood is literally right in front of us: peers supports. Let's explore this "natural resource" because it is not only a fiscally responsible strategy, there are ethical, moral and human lessons that can be "capitalized" as well, some of which won't be measured on a standardized assessment, but are absolutely necessary to preserving our democratic society and principles.

At Stetson and Associates we view and promote inclusive settings as systems, schools and classrooms that have shared ownership between and among all staff for the learning of all students, equitably. From this culture and climate flows the professional collaboration that often shapes the manner in which students will work together. Do not doubt; they (our students) watch and learn more from what we do than what we say!

As adults, we provide in-class supports through collaborative teaching and support facilitation. Although some students may not require this level of adult intervention thus, making peer supports ideal for an inclusive setting.

Peer support is a strategy that involves placing students in pairs or in small groups to participate in learning activities that support academic instruction and social skills. This instructional approach does not require additional staff or extra funding. It is a research-based methodology that yields positive results related to student achievement and a sense of “belonging” over the course of time. Peer supports provide teachers with a learning tool to enhance instruction for students with and without disabilities.

The following are three innovative ways that peer supports can be used to meet the instructional and social needs of students with disabilities in the general education setting. However, each of these models require upfront planning that includes selecting the right type of strategy, utilizing it at the right time with perhaps individualized outcomes all aligned with the lesson goals.

- Collaborative Learning – An instructional strategy used to reinforce skills taught by the teacher. This teaching method allows time for practice, review, and opportunities for students to use higher-level thinking skills.

- Cross-Age Peer Support is another strategy that assists with the learning in the general education setting. This approach typically involves older students, usually high school age, who provide instructional support for elementary or secondary students.
- Peer modeling is another support that can be used to help students learn academic, processes and classroom routines. It also provides the classroom teacher opportunities to use peers to assist with instruction, clarifying directions and give social reminders with little or no disruption to the lesson cycle. It is an excellent way for peers to provide appropriate behavioral models of students who need to improve their social skills.

### Role of Head master in inclusion

#### 1. Role in Planning:

Planning is the first and foremost duty of the head of a school. He has to plan a number of things in the school with the co-operation of the teachers, the pupils, the parents and general public. Planning goes on throughout the year.

It consists of the following phases:

##### (i) Planning before the opening of the school:

The headmaster has to plan a number of things in the school. He will chalk out the policies and rules of admission. Dates of admission are to be publicized. He should convene the meetings of the staff and discuss with the teachers their activities and programmes for the whole year. Thus the school calendar may be prepared in advance. In case of need fresh staff will be recruited before the actual functioning of the school. The headmaster must also check that whole school plant is in proper shape and the equipment is adequate. He must also see that various registers needed for different purposes are there in the school.



### **(ii) Planning during the First Week:**

In the beginning, the headmaster has to set the school machinery into motion. Work allotment to the teachers is an important function of the headmaster. He should urge the teachers to balance class-sizes and classify students into suitable groups or sections. Preparation of time table general, teacher wise and class wise is another important thing to be done. Unless the time-table is prepared, school work cannot be started. General assembly of the students may be convened and instructions be given to the students. The prescribed text-books are to be announced.

### **(iii) Planning During the Year:**

As the classes start, the headmaster starts attending to each activity to be done. The headmaster has to prepare the budget of the year keeping in view the estimated expenditure in the session.

### **(iv) Planning at the End of the Year:**

The headmaster will ask the teachers to prepare reports of the activities done during the year. Various records have to be completed. Holding of valedictory and annual function has to be planned.

### **(v) Planning of the Next Year:**

The headmaster should convene staff meetings and appraise year's work. In the light of this appraisal, next year's work has to be planned.

## **2. Role in School Organisation:**

The headmaster is not to plan things theoretically, but to give them a practical shape.

In this regard, he must organize the following items:

### **(i) Organizing instructional work:**

The head of a school must organize the instructional work. He will ask the teacher to divide the year's work into smaller units. This will also involve the formulation of objectives, selection of methods of teaching, classification of pupils, framing of time-table etc.

### **(ii) Organizing Co-Curricular Activities:**

The headmaster must organize the activities of the school with the co-operation of staff and students. There are so many school activities like sports, scouting, girl-guiding, red-cross, parent-teacher association, celebration of religious and social functions and festivals etc.

### **(iii) Organizing the School Plant:**

The headmaster is to organize the school plant so that it will be properly maintained, equipped and put to maximum use. Classroom library, laboratory is to be well furnished. Repairing may be done wherever needed.

### **(iv) Organizing School Office:**

The office work must also be properly organised. Routine work, registration, correspondence, maintenance of accounts etc. have to be organised so that office work will be done regularly and efficiently.

### **3. Teaching Role:**

The headmaster must share instructional work with the teachers. He should consider himself teacher first and last. His teaching should be exemplary. This way he keeps in touch with the work of the teachers and the achievements of students. The headmaster should understand the problems of the teachers and the pupils better when he himself teaches.

### **4. Role in Supervision:**

The head of a school should not simply sit in his office. He should supervise the work of the school here, there and every where. He should supervise instructional work. He may have a round of the class-rooms. However, it is not to be a fault finding business.

The headmaster should supervise the activities going on in the playground, hall, art room, library, workshop etc. He must supervise the proper use and keep up of school materials. In general, he should supervise the behaviour of students, provide facilities for them to maintain cleanliness of the campus etc.

### **5. Role in Guidance:**

The headmaster is not simply a fault finder. Wherever he finds defects, errors and inefficiency he should show the correct path to the students. He must guide the teachers in the methods of teaching and organisation of activities. Besides students are to be guided by him in matters of study, activities and personal difficulties. A guidance cell may be organised in the school. Besides, the headmaster has to guide parents and higher authorities etc.

### **6. Role in Maintaining Relations:**

The reputation of the headmaster and of the school mostly depends upon the relations that he maintains with the staff, students and their parents and the community.

#### **(i) Relations with the Staff:**

The head of a school must work in a team spirit and he should regard the teacher as his co-workers. He should not have bossing tendency. He must give due regard to the teachers, their views and their problems.

#### **(ii) Relations with the Pupils:**

“Great headmasters have been great friends of pupils.” The headmaster should think that the teachers, the school and he himself all are meant for the pupils. He must listen to their genuine difficulties and try to remove the same. He must provide proper facilities for their learning.

#### **(iii) Relations with the Parents:**

The headmaster must maintain link of the parents with the school. They may be invited to the school on important occasions. He should organize parent teacher organisation in the school. When the parents come to school they should be treated with courtesy and be given due respect.

#### **(iv) Relation with the Community:**

The school is meant for the community and must be made a community centre. A number of community activities may be launched by the headmaster

on behalf of the school. Community members may also be invited to the school on certain occasions.

### **7. Role in General Administration:**

As the head of the school, the headmaster is responsible for all that is being done in or by the school. He is to issue necessary orders and get their compliance. He must see that the teachers and the pupils attend their duties punctually and regularly. He must ensure that human and material resources of the school are adequate. Purchases should be made wherever needed in accordance with the prescribed official information and correspondence.

### **Teachers role in inclusion**

Mastropieri & Scruggs, (2010), teachers play a pivotal role in mainstreaming inclusive education. The literature on inclusive education is undisputed about no matter how excellent the educational infrastructure might be, how well articulated educational policy might be, how well resourced a program might be, effective inclusion does not take place until regular classroom teachers deliver relevant and meaningful instruction to students with disabilities.

The teacher has to provide high quality, holistic support and focused involvement with the children with special needs based on a joint perspective, mutual understanding and networking. Teachers with the support of the principal of school, colleagues, special educators and parents should develop effective ways of overcoming barriers to learning and supporting effective teaching through observing the quality of teaching and standards of pupils' achievement and by setting targets for enhancement. Teacher works as a catalyst between the principal of the school and children with special needs and their parents. It is the teacher who sees new and innovative ways in order to fulfill the educational, social and emotional need of child with special needs. Whatever may be the type of resource room the teacher with her commitment, skill and knowledge can redesign it into useful, creative and interesting. One of

the main roles is to support the teacher in meeting the needs of children with special needs.

Willms et al, (2002) what appears clearly from the research is that inclusive education results from the leadership of teachers in the classroom. Child development research also confirms the centrality of the teacher's role and of environments that are rich with opportunities to learn. Sincere and responsive teachers who are dedicated to the inclusion of learners in stimulating learning environments are key to securing not only access to the classroom, but a quality of education that results in positive progressive outcomes. When teachers possess knowledge, classroom supports, leadership and support from their school administrators and the broader education system, an inclusive approach to quality education for all learners can take root in regular classrooms and schools.

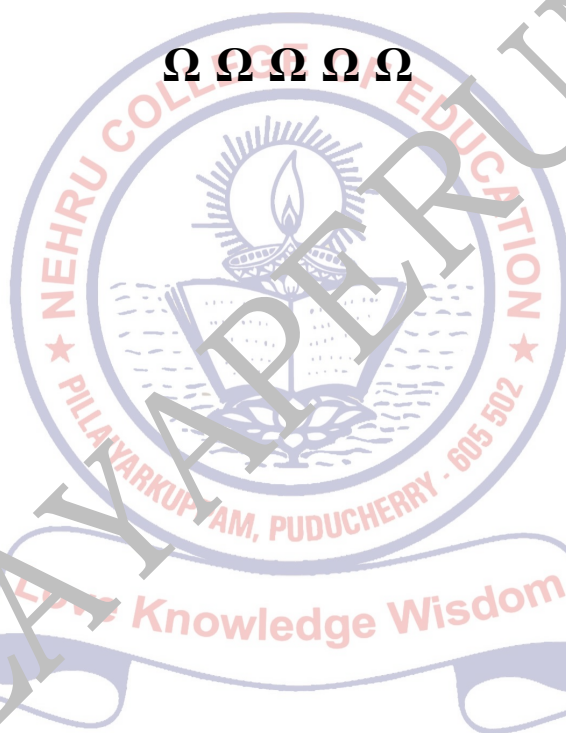
### **The key responsibilities of a teacher for inclusive education are as follows:**

- Overseeing the day to day operation of the scheme IEDSS in particular and inclusive education in general.
- Coordinating the provision of support services for children with special needs
- Regular liasioning and seeking advice from fellow special educators in regard to the education of child with special needs
- Liasioning with other special educators' of other schools for updating the information and knowledge.
- Keep constant liasioning with different Non-Government organisation working in this field for aiding support services for child with special needs



## Creating an inclusive school

- Maintain the database of child with special needs
- Develop the assessment portfolio of child with special needs
- Prepare a list of required materials and equipment before the beginning of the session
- Organize continuous, periodic and regular parent meeting
- Ensuring that a child with special needs joins in the activities of the school together with other pupils.



## UNIT 5

### MAINSTREAMING AND INTEGRATED EDUCATION

#### Integrated education

##### Meaning

Integrated Education is the educational programme in which exceptional children attend classes with normal children on either a part or full time basis. It is placement of the disabled children in ordinary schools with some specialised educational help and services

##### Characteristics of Integrated Education

- It primarily focuses on problem-solving.
- It is a compilation of assessment, curriculum development, and faculty development.
- Integrated learning explores and uses information effectively.
- It enables children to integrate ideas and experiences and apply them to formulate new learning situations.
- Creativity, adaptability, critical reasoning, and collaboration are the key features of integrated learning.
- The method of learning accommodates a variety of learning styles, theories, and multiple intelligences.

### Equality and quality of integrated education

#### Equality

Every child has the right to access safe, quality education.

However, 124 million children across the world are out of school and 250 million are not learning basic skills as a result of poor quality education.

Girls, children with disabilities, those from minority groups and children living in poor and remote areas are most often denied access to education. This has far-reaching consequences on their futures and those of their families, communities and countries.

Caring for "the old, the sick and the disabled" is a part of the cultural heritage of India (Karna, 1999; Ministry of Welfare, 1997; Singh, 2001). Exploring the roots of welfare services for persons with disabilities, Karna states:

From time immemorial, it has been the part and parcel of the cultural heritage of India to provide help and sustenance to the poor and destitute. . . . The Hindu religion emphasised the value of compassion, charity, philanthropy and mutual aid. The guild system, as existed in ancient India, also contributed to the promotion of such practices for the disadvantaged strata of society. (p. 27)

The custom of joint family and kinship provided an in-built mechanism to support such practices. According to Miles (2000), rudimentary attempts to educate students with disabilities were made in India long before such attempts were made in Europe. He cites, for example, that specially adapted curricula was used 2000 years earlier as evidenced by children's toys that were excavated in diggings in Taxila. Also, the ancient "gurukul" system of education that existed in India for centuries was sensitive to the unique cultural, social, and economic needs of the students and their families and imparted life skills

education recognizing the potential within each student (Singh, 2001). However, these educational and rehabilitation practices were lost during the colonial period (Singh, 2001).

The formal education of children with disabilities began in India in 1869 when Jane Leupot, with the support of the Church Missionary Society, started a school for "blind students" in Benares (Miles, 1997). Miles also reported that the first formal school for children with intellectual and physical disabilities was established in the eastern part of India in Kurseong in 1918.

The education of children with disabilities in segregated settings continued well after India gained independence from Great Britain in 1947, with various non-government organizations assuming increasing responsibility for their education. By 1966 there were 115 schools for students with a visual impairment, 70 schools for students with a hearing impairment, 25 schools for students with an orthopedic disability and 27 schools for students with an intellectual disability (Aggarwal, 1994). According to Pandey & Advani (1997), by 1991 there were about 1,200 special schools for students with various types of disabilities in India.

One of the major initiatives from the Government of India to promote "integrated education" is the program of Integrated Education of Disabled Children (IEDC). In 1974, the Ministry of Welfare, Central Government of India, initiated the IEDC program to promote the integration of students with mild to moderate disabilities into regular schools. The program was also designed to promote the retention of children with disabilities in the regular school system. Children were to be provided with financial support for books, stationery, school uniforms, transportation, special equipment and aids. The state governments were provided with 50 percent of the financial assistance to implement this program in regular schools. However, the program met with

little success. Rane (1983), in his evaluation of this program in the State of Maharashtra, reported that (a) the non-availability of trained and experienced teachers, (b) lack of orientation among regular school staff about the problems of disabled children and their educational needs, and (c) the non-availability of equipment and educational materials were major factors in the failure of the program. Also, a lack of coordination among the various departments to implement the scheme was another major factor in the failure of the IEDC plan (Azad, 1996; Pandey & Advani, 1997). Mani (1988) reported that by 1979-80, only 1,881 children from 81 schools all over the country had benefited from this program.

### Quality of integrated education

**Integrated** schooling has inherent **educational** value from the standpoint of **education's** role in a democratic society. ... Therefore, a policy that supports **quality education** for **integration** of all students will have a positive effect on our students who will live and work together in a culturally diverse society.

The agencies of Education's primary responsibility is to provide the opportunity for each student to obtain a high quality education and to encourage each student to work toward that objective to the maximum of his or her abilities. The agencies of Education is committed to the proposition that education is most effective in a diverse, integrated setting, and that therefore a major purpose of this policy is to provide a framework for actions designed to promote diversity so that the isolation of racial, ethnic, and socioeconomic groups is avoided and the full benefits of integration are achieved. Another important goal of the agencies is to ensure that all students and staff have experiences and develop greater skills and increased sensitivity in working with others of diverse backgrounds so that they may function well as members of this



pluralistic democratic society. The agencies will continue to adhere to its commitment to racial and ethnic diversity in staffing in all schools. This policy statement sets forth a design for achieving the combination of these two related goals – quality education and integrated education – while operating the schools as economically as possible.

### **Integrated education - sustainable practice**

ESD can help people, citizens, and students to learn the **sustainable** way to support and develop human life, society as well as the world. ... The embedding or **integration** of ESD into the curriculum sets the direction to improve the **learning** efficiency and effectiveness between ESD and formal curriculum.

### **Create positive and innovative outcome**

On average, students in socioeconomically and racially diverse schools—regardless of a student’s own economic status—have stronger academic outcomes than students in schools with concentrated poverty.

- Students in integrated schools have higher average test scores. On the 2011 National Assessment of Educational Progress (NAEP) given to fourth graders in math, for example, low-income students attending more affluent schools scored roughly two years of learning ahead of low-income students in high-poverty schools.
- Controlling carefully for students’ family background, another study found that students in mixed-income schools showed 30 percent more growth in test scores over their four years in high school than peers with similar socioeconomic backgrounds in schools with concentrated poverty.
- Students in integrated schools are more likely to enroll in college. When comparing students with similar socioeconomic backgrounds, those

## Creating an inclusive school

students at more affluent schools are 68 percent more likely to enroll at a four-year college than their peers at high-poverty schools.

- Students in integrated schools are less likely to drop out. Dropout rates are significantly higher for students in segregated, high-poverty schools than for students in integrated schools.
- During the height of desegregation in the 1970s and 1980s, dropout rates decreased for minority students, with the greatest decline in dropout rates occurring in districts that had undergone the largest reductions in school segregation.
- Integrated schools help to reduce racial achievement gaps. In fact, the racial achievement gap in K–12 education closed more rapidly during the peak years of school desegregation in the 1970s and 1980s than it has overall in the decades that followed—when many desegregation policies were dismantled.
- More recently, black and Latino students had smaller achievement gaps with white students on the 2007 and 2009 NAEP when they were less likely to be stuck in high-poverty school environments.
- The gap in SAT scores between black and white students continues to be larger in segregated districts, and one study showed that change from complete segregation to complete integration in a district could reduce as much as one quarter of the current SAT score disparity.
- A recent study from Stanford’s Center for Education Policy Analysis confirmed that school segregation is one of the most significant drivers of the racial achievement gap.

- Integrated classrooms encourage critical thinking, problem solving, and creativity. We know that diverse classrooms, in which students learn cooperatively alongside those whose perspectives and backgrounds are different from their own, are beneficial to all students—including middle-class white students—because these environments promote creativity, motivation, deeper learning, critical thinking, and problem-solving skills.

### **Safeguarding the needs of pupils with special educational needs**

- additional needs
- additional support for learning
- additional learning needs have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.ds.

### **Policy needs**

- The Equality Act 2010 Part 3 of the Children and Families Act 2014
- SEN Code of Practice 0 – 25 (June 2014 – Updated Jan 2015)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49 Statutory Guidance on supporting pupils at school with medical

- conditions – April 2014 The National Curriculum in England Key Stage 1 framework document –
- September 2013 The Order setting out transitional arrangements, Section 137

### **Assessment methods for inclusive school**

#### **Norm reference tests (NRT) and Criterion reference tests (CRT)**

##### **Norm reference tests (NRT)**

Norm-referenced tests are a form of standardized testing that compares "normal" skill levels to those of individual students of the same age. By comparing students to one another, it is possible to determine whether, how, and to what a degree a particular student is ahead of or behind the norm. These tests help to diagnose learning disorders and also help special education teachers and other professionals develop appropriate program planning for students with disabilities.

Norm-referenced tests are developed by creating the test items and then administering the test to a group of students that will be used as the basis of comparison. Statistical methods are used to determine how raw scores will be interpreted and what performance levels are assigned to each score.

##### **Examples**

IQ tests are one well-known form of normed testing. The Wechsler Intelligence Scale for Children (WISC) and the Stanford Binet-Intelligence Scale, formerly known as the Binet-Simon Test, are examples of individualized intelligence tests. The WISC test includes language-, symbol-, and performance-based

questions while the Stanford-Binet test helps to diagnose students with cognitive disabilities.

Individualized achievement tests help school personnel measure student's academic abilities. Examples of such tests are the Peabody Individual Achievement Test, the Woodcock-Johnson Test of Achievement and the Brigance Comprehensive Inventory of Basic Skills. Collectively, these tests assess skills such as the ability to match pictures and letters and more complicated reading and math skills.

### Use of Normed Tests

Many tests yield standard scores, which allow comparison of the student's scores to other tests. They answer questions such as, "Does the student's achievement score appear consistent with his IQ score?" The degree of difference between those two scores might suggest or rule out a learning disability. They might also suggest or rule out intellectual gifts in certain areas.

Some normed tests are delivered in classroom settings. Others are delivered by professional therapists or doctors in medical settings or clinics. Proper evaluation of test results, along with other types of observations and testing, are used to diagnose disabilities or delays. In some cases, normed tests help determine eligibility for IDEA special education programs or adaptations and accommodations under Section 504.

Once a child is covered by an individualized educational plan (IEP) or 504 plan, their progress must be monitored closely. Educators use norm-referenced tests to evaluate the effectiveness of teaching programs and to help determine whether changes are needed.



### Criterion reference tests (CRT)

**Criterion-referenced** tests and **assessments** are designed to measure student performance against a fixed set of predetermined criteria or **learning standards**—i.e., concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education.

### Behavioural and Clinical assessment

Within all countries, there is agreement that multi-disciplinary teams of assessors from different professional fields are necessary to provide specialist insights into different aspects of the learning of pupils with SEN. Depending upon the situation in individual countries, different specialists are members of these teams and their specific input may occur at different times in a pupil's educational career - initial identification of SEN as well as involvement in on-going assessment.

The specific recommendations in relation to this principle are as follows: - Specialists from the various disciplines should take a participatory approach to their assessment work. This means working in full collaboration with the pupil, their family and their class teacher; - Specialist multi-disciplinary assessment teams should be based upon the principles of co-operation and inter-disciplinary working. Promoting inclusion that meets the diversity of all pupils' needs is best achieved through a process of co-operation and shared learning experiences for all those involved in inclusive education; - No matter which professional field specialists in multi-disciplinary teams work within (medical, psychological and/or social), their assessment of pupils with SEN should: employ qualitative rather than purely quantitative methods; be based on a view that assessment is part of the wider learning process; aim to inform teaching and learning; - Specialists in multi-disciplinary teams should ensure there is a

balance between the need for effective and specific 'diagnosis' of an individual pupil's needs with the disadvantages of labelling and categorising the pupil as a result of diagnosis.

### **Continuous and Comprehensive Evaluation (CCE) for inclusive schools**

Education aims at making children capable of special children becoming responsible, productive and useful members of society. Knowledge skills and attitudes are built through learning experiences and opportunities created for learners in school. It is in the classroom that learners can analyse and evaluate their experiences, learn to doubt, to question to investigate and to think independently.

Globalisation in every sphere of society have important implications for inclusive education. We are witnessing the increasing commercialisation of education. We need to be vigilant about the pressures to commodify schools and the application of market-related concepts to schools and school quality. The increasingly competitive environment into which schools are being drawn and the aspirations of parents place a tremendous burden of stress and anxiety on children, including the very young to the detriment of their personal growth and development, and thus hamper the joy of learning. The aims of education simultaneously reflect the current needs and aspirations of a society as well as its lasting values and the immediate concerns of a community as well as broad human ideals. At any given time and place they can be called the contemporary and contextual articulations of broad and lasting human aspirations and values.

An understanding of special learners, educational aims, the nature of knowledge, and the nature of the school as a social space can help us arrive at principles to guide classroom practices. Conceptual development is thus a continuous process of deepening and enriching connections and acquiring new layers of meaning. Alongside is the development of theories that children have about the natural and social worlds, including themselves in relation to others, which provide them with explanations for why things are the way they are, the relationships between causes and effects, and the bases for decisions and acting. Attitudes, emotions and values are thus an integral part of cognitive development, and are linked to the development of language, mental representations, concepts and reasoning. As inclusive children's metacognitive capabilities develop, they become more aware of their own beliefs and capable of regulating their own learning.

Inclusive School education is the necessary foundation for strengthening human resources that has been deemed central for the National development. Since the time of our independence, many committees and commissions persistently emphasized upon the free and compulsory education in our country. Among various measures that have been adopted to expand the provisions for realizing the goal of Universalizing elementary education, the National Policy of Education had made several recommendations to improve the quality of school education. The recommendations include the child-centered approach improvement in the quality of education through reforms in the context and the process of education, school facilities, additional teachers, laying down minimum levels of learning, and emphasis upon continuous and comprehensive evaluation. This paper examines the concept of continuous and comprehensive evaluation, its need and importance, role of teachers and its implementation in schools with an empirical support

### The objectives of the Scheme are :

- To help develop cognitive, psychomotor and affective skills.
- To lay emphasis on thought process and de-emphasise memorization
- To make evaluation an integral part of teaching-learning process
- To use evaluation for improvement of students achievement and teaching – learning strategies on the basis of regular diagnosis followed by remedial instruction
- To use evaluation as a quality control device to maintain desired standard of performance
- To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment To make the process of teaching and learning a learner-centered activity.
- To make the process more comprehensive in nature, it is important that assessment of the child's learning be done in a whole range of situations and environments both in and out of the classroom.

