

CREATING AN INCLUSIVE SCHOOL

UNIT- I: PERSPECTIVES IN INCLUSIVE EDUCATION

Emergence of Inclusive education in India from the historical perspective – Acts, policies and programmers - Inclusive education: Concept and Need, Principles of Inclusive Education and Various Education programmers for CWSN: Special Education, Integrated and Inclusive Education.

UNIT – I

PERSPECTIVES IN INCLUSIVE EDUCATION

INTRODUCTION

Education is the fundamental right of every child. Sufficient opportunities should be provided to the child in education. Based on this, Educational opportunities for special children are also stressed in our country. Swami Vivekananda emphasizes “If special children are unable to move towards education, the education should go towards them”.

Emergence of inclusive education in India from the Historical perspectives

In India special education as a separate system of education for disabled children outside the mainstream education system evolved way back in 1880s. The first school for the deaf was set up in Bombay in 1883 and the first school for the blind at Amritsar in 1887. In 1947, the number of schools for blind increased to 32, for the deaf 30 and for mentally retarded 3. There was rapid expansion in the number of such institutions. The number of special schools rose to around 3000 by the year 2000 (Department of Education, 2000). The Govt. of India in the 1960s designed a scheme of preparing teachers for teaching children with visual impairment. Similar schemes for teaching children with other disabilities were gradually developed. However, the quality of the trained teachers was in question because of lack of uniform syllabi of various courses, eligibility criteria for admission to these courses and also due to large extent of non-availability of teacher educators and literatures in the field. Therefore, in 1980s the then ministry of Welfare, Govt. of India, realized the crucial need of an institution to monitor and regulate the HRD programmers in the field of disability rehabilitation.

The National Policy on Education, 1986 (NPE, 1986), and the Program of Action (1992) stresses the need for integrating children with special needs with other groups. The objective to be achieved as stated in the NPE, 1986 is "to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence"

Integrated Education

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

School Based Approach:

Consequent on the success of international experiments in placing children with disabilities in regular schools, the Planning Commission in 1971 included in its plan a program for integrated education. The Government launched the Integrated Education for Disabled Children (IEDC) scheme in December 1974. It was a Centrally Sponsored Scheme

aimed to provide educational opportunities to children with special needs (CWSN) in regular schools and to facilitate their achievement and retention. Under the scheme, hundred per cent financial assistance is provided to for setting up resource centers, surveys and assessment of children with disabilities, purchase and production of instruction materials and training and orientation of teachers. The scope of the scheme includes pre-school training, counseling for the parents, and special training in skills for all kinds of disabilities. The scheme provides facilities in the form of books, stationery, uniforms, and allowances for transport, reader, escort etc.

INCLUSIVE EDUCATION POLICIES AND PROGRAMMES IN INDIA

INTRODUCTION:

Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It seeks to address the learning needs of all children with a specific focus on those who are vulnerable to marginalization and exclusion. It implies all learners – with or without disabilities being able to learn together through access to common pre-school provisions, schools and community educational setting with an appropriate network of support services. This is possible only in flexible education system that assimilates the needs of diverse range of learners and adapts itself to meet these needs.

Inclusion is not an experiment to be tested but a value to be followed. All the children whether they are disabled or not have the right to education as they are the future citizens of the country. In the prevailing Indian situation resources are insufficient even to provide quality mainstream schools for common children, it is unethical and impracticable to put children with special needs to test or to prove anything in a research study to live and learn in the mainstream of school and community (Dash, 2006).

Indian scenario:

Till 1990s ninety percent of India's estimated 40 million children in the age group four- sixteen years with physical and mental disabilities are being excluded from mainstream education. The overwhelming majority of them are vagabonds not out of volition but because of callous school managements and over-anxious parents of abled children in a travesty of humanity and social justice. They have consistently discouraged children with disabilities from entering the nation's classrooms. Social justice and equity which are dominant sentiments of the Constitution of India demand that India's 35 million physically challenged, if not the 5 million mentally challenged, children should be given preferential access into primary and secondary schools. Fewer than five percent of children who have a disability are in schools. Remaining nine-tenths of them are excluded.

Against this backdrop of continuous neglect, there is an urgent need to find ways for developing potential of this large proportion of challenged children.

MINISTRY OF HUMAN RESOURCE DEVELOPMENT (MHRD) ACTION PLAN:

An outline of MHRD action plan is presented below:

- To complement and supplement IEDC and Sarva Shiksha Abhiyan program in the movement from integration to inclusion.
- Enrolment and retention of all children with disabilities in the mainstream education system. (Free and compulsory education from 0 to 14 under draft Bill/free education 0 to 18 yrs. under PWD Act).
- Providing need based educational and other support in mainstream schools to children in order to develop their learning and abilities, through appropriate curricula, organizational arrangements, teaching strategies, resource and partnership with their communities.
- Support higher and vocational education through proper implementation of the existing reservation quota in all educational institutions and creation of barrier free learning environments.
- Disability focused research and interventions in universities and educational institutions.
- Review implementation of existing programmes, provisions to identify factors leading to success or failure of the drive towards enrollment and retention of children with disabilities in mainstream educational settings. Address administrative issues arising out of review.
- Generating awareness in the general community, activists and persons working in the field of education and more specifically among parents and children that the disabled have full rights to appropriate education in mainstream schools and that it is the duty of those involved in administration at every level including schools to ensure that they have access to education.
- Ensure enrollment and intervention for all children with special needs in the age group 0-6 years in Early Childhood Care and Education Programs.

- Facilitate free and compulsory elementary education for children with special needs in the age group 6-14 (extendable to 18 yrs.) in mainstream education settings currently under the Sarva Shiksha Abhiyan (SSA) (SSA is a governmental program shared by both union and state governments for achieving universal elementary education in India by 2010) .

The Tenth Plan (2002-2007) aims to provide Universal Elementary Education by the end of the plan. It also aims to provide basic education for the un-reached segments and special groups. The special interventions and strategies like pedagogic improvement and adoption of child centered practices are focused on the groups like the girls, scheduled castes and scheduled tribes, working children, children with disabilities, urban deprived children, children from minority groups, children below poverty line, migratory children and in the hardest to reach groups.

National Curriculum Framework, 2005:

A policy of inclusion needs to be implemented in all schools and throughout Indian education system. The participation of all children needs to be ensured in all spheres of their life in and outside the school. Schools need to become centers that prepare children for life and ensure that all children, especially the differently abled children from marginalized sections, and children in difficult circumstances get the maximum benefit of this critical area of education. Opportunities to display talents and share these with peers are powerful tools in nurturing motivation and involvement among children. In our schools we tend to select some children over and over again. While this small group benefits from these opportunities, becoming more self– confident and visible in the school, other children experience repeated disappointment and progress through school with a constant longing for recognition and peer approval. Excellence and ability may be singled out for appreciation, but at the same time opportunities need to be given to all children and their specific abilities need to be recognized and appreciated. This includes children with disabilities, who may need assistance or more time to complete their assigned tasks. It would be even better if, while planning for such activities, the teacher discusses them with all the children in the class, and ensures that each child is given an opportunity to contribute.

When planning, therefore, teachers must pay special attention to ensuring the participation of all. This would become a marker of their effectiveness as teachers. Excessive emphasis on competitiveness and individual achievement is beginning to mark many of our schools, especially private schools catering to the urban middle classes. Very often, as soon as children join, houses are allocated to them. Thereafter, almost every activity in the school is counted for marks that go into house points, adding up to an end-of-the-year prize. Such 'house loyalties' seem to have the superficial effect of getting all children involved and excited about winning points for their houses, but also distorts educational aims, where excessive competitiveness promotes doing better than someone else as an aim, rather than excelling on one's own terms and for the satisfaction of doing something well. Often placed under the monitoring eye of other children, this system distorts social relations within schools, adversely affecting peer relations and undermining values such as cooperation and sensitivity to others. Teachers need to reflect on the extent to which they want the spirit of competition to enter into and permeate every aspect of school life performing more of a function in regulating and disciplining than in nurturing learning and interest. Schools also undermine the diverse capabilities and talents of children by categorizing them very early, on narrow cognitive criteria. Instead of relating to each child as an individual, early in their lives children are placed on cognitive berths in the classroom: the 'stars', the average, the below-average and the 'failures'. Most often they never have a chance to get off their berth by themselves. The demonizing effect of such labeling is devastating on children. Schools go to absurd lengths to make children internalize these labels, through verbal name calling such as 'dullard', segregating them in seating arrangements, and even creating markers that visually divide children into achievers and those who are unable to perform. The fear of not having the right answer keeps many children silent in the classroom, thus denying them an equal opportunity to participate and learn. Equally paralyzed by the fear of failure are the so-called achievers, who lose their capacity to try out new things arising from the fear of failure, doing less well in examinations, and of losing their ranks. It is important to allow making errors and mistakes to remain an integral part of the learning

Process and remove the fear of not achieving 'full marks'. The school needs to send out a strong signal to the community, parents who pressurize children from an early age to be perfectionists. Instead of spending time in tuitions or at home learning the 'perfect answers', parents need to encourage their children to spend their time reading storybooks, playing and doing a reasonable amount of homework and revision. Instead of looking for courses on stress management for their pupils, school heads and school managements need to de-stress their curricula, and advice parents to de-stress children's life outside the school. Schools that emphasize intense competitiveness must not be treated as examples by others, including state-run schools. A child has special educational needs if s/he has difficulty in learning. This may require special educational provision to be made for him or her. A child may have learning difficulty because of a disability which hinders her/his from making use of the existing educational facilities provided for all other children of her class. A child may have learning difficulty because of some other reasons too.

Inclusive Education in Sarva Shiksha Abhiyan:

Sarva Shiksha Abhiyan (SSA) was launched to achieve the goal of Universalization of Elementary Education. This adopts a zero rejection policy and uses an approach of converging various schemes and programs. The key objective of SSA is Universalization of Elementary Education (UEE). Three important aspect of UEE are access, enrolment and retention of all children in 6-14 years of age. A zero rejection policy has been adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided meaningful and quality education. It covers the following components under education for children with special needs:-Early detection and identification, functional and formal assessment, Educational Placement, Aids and appliances, Support services, Teacher training, Resource support, Individual Educational Plan (IEP), Parental training and community mobilization, Planning and management, Strengthening of special schools, Removal of Architectural barriers, Research, Monitoring and evaluation, Girls with disabilities.

SSA provides up to Rs.1 200/- per child for integration of disabled children, as per specific proposals, per year. The interventions under SSA for inclusive education are identification, functional and formal assessment, appropriate educational placement, and

preparation of Individualized Educational Plan, provision of aids and appliances, teacher training, resource

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

Identification and enrolment:

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

Barrier-free access:

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

MODEL OF SPECIAL EDUCATION IN SCHOOLS OF INDIA:

Children with disabilities are educated in India through special schools. There exist a few schools exclusively for blind and deaf under government sector. But there is not any special provision in mainstream government schools for education other disabled children like low vision, leprosy cured, hearing impaired, locomotors disabled, mentally retarded, mentally ill, autism affected, cerebral palsy affected and multiple-disabled. These children with disabilities are nurtured to some extent through the special schools of non-government sector.

FIGHTING EDUCATIONAL EXCLUSION:

Inclusion is a complex issue. The curriculum is a powerful tool (Swann, 1988) and may be part of the problem. On inclusion Reuben Feuerstein viewed that “Chromosomes do not have

the last word". However, his view on inclusion are challenging for everywhere. He argues there are three pre-requisites: a) The preparation of the child, b) The preparation of the receiving schools, c) The preparation of parents, but it could not be achieved without d) The preparation of the teachers.

a. The preparation of the child:

Some children with special needs may require some prior training before they are placed in a regular school. Special educators made available for the purpose can provide such training and thereafter CWSN may be admitted in mainstream schools. States of Andhra Pradesh and Uttar Pradesh have conducted exclusive residential bridge course for CWSN to prepare them for regular schools but in rest of the states it is not yet to be done. From 683 thousand, 100 thousand CWSN were identified in 2002-03. By 2006-07 3 million 38 thousand were identified. From 566 thousand CWSN enrolled in schools in 2002-03, the enrolment of CWSN currently in SSA stands at 2 million 20 thousand (Dec. 2006). The target for 2006-07 include enrolment of 3 million 38 thousand CWSN in 34 States.

b. The preparation of receiving schools:

Some mainstream secondary schools may be selected and developed as "Model Inclusive School" on priority basis. First of all barrier-free access to CWSN are made in all such institutions. Effort should be taken to provide disabled-friendly facilities in these schools. Development of innovative designs to provide an enabling environment for CWSN should also be made in these schools as a part of preparation program. In India total 222 thousand schools have been made barrier-free countrywide under SSA.

c. The preparation of parents:

It has been seen that the parents/guardians of CWSN generally face problems, both social and psychological resulting into marginalization and exclusion of CWSN in mainstream schools. Hence, it is important to undertake widespread awareness among the people especially parents of CWSN. They should be counseled so that they may prepare themselves to send his/her ward to mainstream schools. d. The preparation of teachers: In

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I) Pre-Service Training:

In India, there is provision for pre-service teacher training in SE, but it is mainly concentrated in secondary level training. There are 159 institutions of secondary teacher training in SE whereas there are only eleven institutions in the country that imparts pre-service training at elementary or primary level in SE. The Rehabilitation Council of India (RCI) is the apex authority to develop, recognize and regulate the course curriculum of SE. The Madhya Pradesh Bhoj (Open) University, Bhopal is the single university in the country, imparting B. Ed. (SE) through distance learning mode. Recently, it has launched Post Graduate Professional Diploma in Special Education Course for general B.Ed. students. The successful candidate of this program becomes equivalent to B.Ed.-SEDE degree holder with specialization in opted disability area. As the Indian school system is one of the largest in the world and number of CWSN are very high, the prevailing situation of pre-service teacher training in special education needs to be strengthened or elaborate alternative mechanism for incorporating the elements of special education in general teacher training programs needs to be found out.

The teacher training course curriculum of general pre-service training programs neither fully equip the teachers and teacher educators to deal with the CWSN nor it equip them to manage the mild and moderately disabled children in general classrooms. Towards this end, an MOU has been signed between the National Council for Teacher Education (NCTE) and the Rehabilitation Council of India (RCI) leading towards a convergence so as to sensitize all teachers and resource persons. The NCERT (2000) has set up a group under the National Curriculum Framework Review to examine the pedagogic inputs and classroom reorganization required for CWNS.

Even, UGC National Educational Testing Bureau has already included "Special Education", in curriculum of its Educational discipline. It includes details about special education, integrated education, education of mentally retarded (MR), visually impaired

(VI), hearing impaired (HI), orthopedically handicapped (OH), gifted and creative children, learning

Disabled children and education of Juvenile delinquents. The Postgraduate Departments of Education in India is on way to strengthen the disability element in their respective curriculum.

Residential Bridge Courses for CWSN in A.P., U.P. & Rajasthan:

Andhra Pradesh, Uttar Pradesh and Rajasthan have developed a roadmap to implement residential Bridge Courses to develop skills of readiness for successful integration in regular schools. The other objectives of the course are: (i) equip with required skills among students with severe disabilities to use special equipment independently, (ii) develop adequate 3R's skills as well as academic competencies required for immediate inclusion in the regular classroom appropriate to the child's grade level and (iii) develop sense of independence, self-confidence and motivation for personal growth, to orient the children with various environments, not only for school inclusion, but also community and social inclusion.

II) In-Service Training:

Different kinds of teacher training programmers are being implemented under SSA to orient elementary teachers towards Inclusive Education (IE). The component IE has been incorporated as a part of 20 days mandatory training of in-service teachers under SSA. This aims at orienting every teacher to the concept, meaning and importance of inclusion. Further, the state SSA program also taken up a 3-5 or 5-7 day teacher exclusively in I.E. Total 2 million 45.2 thousand teachers have been covered through regular teacher training programmers, which includes a 2-3 day capsule on inclusive education. 1 million 400 thousand teachers have been provided 3-5 days additional training for better orientation to Inclusive Education. 39816 teachers have been trained in 22 States with Rehabilitation Council of India for 45 days and act as Resource Persons in districts/blocks. 23 States have appointed 6147 resource teachers and 671 NGOs are involved in the IE program in 31 States. Schools are being made more disabled friendly by incorporating barrier free features in their designs. 444 thousand schools have been made barrier free and the work is on. 575 thousand CWSN have been provided the required assistive devices.

SPECIAL EDUCATION VS INCLUSIVE EDUCATION:

The term “Special Need Education” (SNE) has come into use as a replacement for the term “Special Education”, as the older one was mainly understood to refer the education of all those children and youth whose needs arise from disabilities or learning difficulties. The Statement affirms: “those with special educational needs must have access to regular schools which should accommodate them within child centered pedagogy capable of meeting these needs”.

Moreover, the concept of “Special Need Education” extends beyond those who may be included in handicapped categories to cover those who are failing in school for a wide variety of other reasons that are known to be likely to impede a child’s optimal progress. Whether or not this more broadly defined group of children are in need of additional support depends on the extent to which school needs to support their curriculum, teaching and/or to provide additional human or material resources so as to stimulate efficient and effective learning for these pupils. (International Standard Classification of Education ISCED, 1997)

Comparison of inclusive, integrated and special education

Sl no	Component	Inclusive education	Integrated Education	Special education
1	Place of study	Regular classroom	Regular + special education classroom	Special school
2	Duration of the study	During class hours	During all class hours	Those who have high disability without joining with regular students
3	Duration of the study in special school	The disable students can get special education in the school campus itself	Half a day in the regular class room with normal students and half a day in special education classroom	Studying the whole year in the separate special school.

4	Teachers skill	The regular class teachers having skills in teaching general subjects + basic skills in special education	The regular class teachers will be having skills in teaching general subjects besides basic skills in special education.	All the teachers working in special schools will have training and skills in reaching special education
5	Special facilities	Basic facilities will be available in the regular class room	Basic facilities required for the disabled as well as regular class rooms also available in the classroom	Specially trained teachers, special education helpers, toilet facilities, canteen etc.
6	Achievement of disabled students	Achievement in curriculum subjects + good improvement in social skills	Achievement skills are less and social skills will be significantly improve`	No achievement in curricular subjects There will be good achievement in social skills
7	Degree of disability	Low level disability	Moderately disabled	Severely disabled

Conclusion:

In this unit emergence of inclusive education in India from the historical perspectives. Acts, policies and programs undertaken by Government of India, Meaning and concept of inclusive education, principles of inclusive education, children with special needs, special education, integrated Education, Inclusive education and special education have been discussed in detail.

UNIT –II: UNDERSTANDING BARRIERS TO INCLUSIVE EDUCATION

Attitudinal, Systemic and Structural barriers to Inclusion - Ways and means to promoting successful inclusion, Capacity building among teachers and Stakeholders to inclusive education, features and benefits of inclusive education.

Unit 2

Understanding barriers to inclusive Education

Introduction

Inclusive education does away with the practice of segregating students with learning and/or physical challenges from the rest of the student body. Teachers in inclusive classrooms must incorporate a variety of teaching methods in order to best reach students of varying learning abilities. This has benefits even for those students who would be placed in a traditional classroom, as this increases their engagement in the learning process. Inclusive classrooms encourage open and frank dialogue about differences as well as a respect for those with different abilities, cultural backgrounds and needs.

- **Attitudes barriers :**

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.

- **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.

- **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:**

Language barriers usually occur when two people who speak different languages cannot understand one another, and there is a breakdown in language and communication. They can also come from physical language disabilities which include stuttering, articulation disorder and hearing loss.

- **Socio-economic factors:**

Socio – economic factors include a lack of general acknowledgment of technology's growing importance, a lack of acceptance of technology, and a lack of resources- maintenance, use, and effectiveness-for poorer schools and families

- **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.

- **Organization of the Education System:**

In organizations large and small, it's not always easy for communication to flow smoothly. There are many people who have fresh ideas and try to communicate various messages, sometimes all at once. There are many channels through which we send these messages, be it emails, phone calls or even face-to-face conversations. These have the potential to be misunderstood, especially if there are organizational barriers to communication.

- **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.

Overcoming the many barriers to inclusive education will require additional funding, but even more importantly, it requires the change of old and out-dated attitudes. Studies support what many classroom teachers know by experience: that the benefits inclusion provides to all students easily justifies the effort.

Ways and means of promoting successful inclusion

Inclusive education is important as it provides value to each and every child. It accepts all children regardless of their differences in interests, skills, intellectual level, beliefs, values, cultural background, etc.

- It ensures that each child gets equal opportunities to develop.
- It ensures that disabled learners get equal and quality education in the regular classroom with non- disabled peers.

However there are many **challenges and barriers to inclusive education**. Some of these barriers are:

Lack of facilities

- It is one of the major barriers to inclusive education. There are no proper facilities available in schools that fulfil the basic needs of students.

- It has been seen that disabled children have to face many difficulties in schools due to the inability to access basic services such as transportation facility, medical assistance, special equipment's, etc.

Lack of awareness

- According to Union Nation report, 75% of CWSN in India do not attend any school in their lifetime. It indicates that most of people are not aware of inclusive education.
- Moreover, they are not aware of the schemes and policies launched by the state and central government for disabled children.

Prejudice and discrimination

- There is still a lot of prejudice and discrimination against children with disabilities. They often experience discrimination in everyday life which extends to the educational setting.
- Even teachers can be seen to be discriminating towards disabled learners. As a result, it makes very difficult for inclusive education to succeed.

Negative attitude of society

The conservative mentality of society is also one of the barriers to inclusive education.

There is a common belief in society that

1. Educating disabled children is useless.
2. They can't contribute much to the society and nation.
3. Disabled children should not allow being integrated into mainstream schools.

Untrained teachers

- Teachers are not trained properly. They have no idea what kinds of methods and instructional strategies they should employ while teaching students who have disabilities.
- They don't know how to handle disabled students. They are not able to assist these students.

No Financial support

Inclusive education programs require additional resources such as modern technology, special teacher's special equipment, etc. Therefore, they are costly to run. But many schools in India are struggling to afford funds for inclusive education programs.

7. Non availability of resource room

A **resource room** is a separate classroom in the school building which is designed to provide remedial instruction to disabled learners. But most of the schools lack resource rooms and resource teachers.

As a result of this, needs of disabled children are not met and they are forced to drop out of school.

8. No flexibility in Curriculum

Inflexible curriculum is also a hurdle in the success of inclusive education. Inflexible curriculum does not cater to the needs and interests of children with special needs. It does not allow disabled students to find their potential and strengths.

How to overcome barriers in inclusive education

Following are some practices which can help to overcome barriers in inclusive education:

1. Financial support

Financial support should be provided to schools so that they can effectively run inclusive education programs.

2. Provide basic facilities

To overcome the barrier to the success of inclusive education, the basic needs of the disabled learners must be fulfilled. If they get the required support and healthy environment, success of inclusive education is inevitable.

3. Appropriate Curriculum

Curriculum should be flexible so that students can choose subjects according to their interests. It should be designed keeping in mind the individual differences so that each child gets ample opportunities to explore his talent and creativity.

4. Trained teachers

Trained teachers should be hired by the institutions to deal with the disabled learners. They should work collaboratively with other teachers to solve the problems of disabled students.

5. Awareness programmes

Awareness programmes should be run by governments, NGOs and other higher institutions to assist parents in realizing the importance of inclusive education.

Capacity building among teachers and stakeholders to inclusive education

Ensuring that teachers are equipped with the knowledge, skills and tools to implement inclusive teaching is key for education systems attentive to leaving no student behind. To build teacher capacity for inclusive teaching effectively, a multiplicity of challenges must be acknowledged and overcome

Teachers have direct interaction with students and play a critical role in determining students' experiences in the classroom on a daily basis. Special attention must be paid to ensure that classroom teachers have the skills and support needed to provide quality education to children with diverse learning needs.

Stakeholders of inclusive education:

In education, the term stakeholder typically refers to anyone who is interested in the welfare and success of a school and its students. Including administrators, staff members, students, parents, families, community members and elected representatives of the state. Some of the stakeholders in inclusive education include regular teachers, special or resource teachers, school administrators, parents of children with special needs and parents of their peers who may not have special needs and those without special needs. The success of inclusion lies in the coordinated and collaborative efforts of all stakeholders.

Overseeing the teaching and curriculum in the school and making decisions about their school's School Improvement Plan. Supervising teachers and other staff. Admitting students and making decisions about special education placements. Administering the school's budget and ensuring the school building is well maintained.

Capacity building among teachers

Building the capacity of teachers is essential to achieving the quality of education and academic experience of our beneficiaries. The key is to provide children with the tools to think for themselves. To do so, we instil a sense of commitment in teachers and ensure that they have the skills to bring the best out of children while understanding the varied learning methods required to meet the needs of every child. Through extensive regular capacity building, teachers receive trainings on student-centred teaching methodology, social and emotional learning as well as trainings that enable them to make effective use of equipment,

teaching aids and technology to ensure that each child gains as much as they can from the learning centre. In addition, teachers undergo subject-specific refresher courses and receive training on subjects that are part of the national curriculum.

Our trainings are appropriate to a wide range of subject specialists. We support professional educators, teachers, tutors and lecturers as well as creative and community Practitioners who want to develop reflective practice in a wide range of socio-cultural, institutional or professional contexts. Participants have the opportunity to explore their own role as an artist/educator, while producing a wide range of possible outcomes, from classroom-based research to participatory work. Participants also examine debates about the role of the arts in learning, and learning as art, gaining an understanding of learning across mainstream and alternative settings. Knowing that learning is never a straightforward accumulation of knowledge, our style is oriented towards experimental developments in arts and pedagogy, especially those that propose new ways of thinking. The key rationale in providing the training is to familiarize selected participants with the novel education curriculum, a child centred approach in learning and the creative methodology of teaching. Neem Foundation understands that teachers need to feel confident in the use, facilitation and instruction of materials in the classroom. To improve professional development, we have experience in carrying out capacity building exercises. Having developed a creative education curriculum, our training equips teachers with requisite skills to understand the creative education curriculum which places emphasis on an inclusive approach in learning irrespective of the different abilities of learners.

Capacity building among pupils and their peers

Children with disabilities and their peer group without special needs are to be prepared for inclusion so that the experience is not over whelming with emotions, if they are not educated properly to modify their attitudes towards CWSN and control their emotions. So as to welcome their disabled peers, they may react to the situation with varied emotional and behavioural responses ranging from pity and sympathy to bullying and making fun of their peers with special needs. Awareness should be developed in the normal peers of CWSN that inclusion is beneficial to both CWSN as well as non- disabled students.

Capacity building among the parents to inclusive education

A responsible parent should attend parent- teachers meeting regularly for discussions with the class teachers about the educational program being implemented. Parents and other family members should take part in planning, developing and implementing Individualized Educational Program (IEP) for their children.

Capacity building among the school administrators to inclusive education

Educational administrator focuses on long-range planning to identify the best way to ensure excellent performance of students and achieve state and district education goals. Using their planning skills, these professionals develop a strategic plan for schools along with the mission, vision and goal statement.

The school administrators are another important component to make inclusion a success.

- i) Accessibility to classrooms
- ii) By providing ramps for wheel chair
- iii) Having brightly lit and well ventilated classrooms
- iv) Having curtains in class
- v) Attitude of the administrator

Characteristics / features of inclusive education program

- Inclusive education is a process of bringing all children together and providing education in a regular class room
- Inclusive education rejects any kind of special class room or a special school
- Inclusive education removes the barriers of learning and creates least restrictive class room environment
- Teachers meet the needs of all students by presenting the lessons in different ways and using the universal design for learning (UDL) framework.
- Provides support to all students. If some kids need still some more extra support from specialist/resource teachers, they can get it, outside the class hours.
- Inclusive education removes the cultural and religious exclusion in the regular schools.
- Inclusive education address the individual differences and tries for all round development of children

- Inclusive education helps to reduce the inferiority complex within the disabled children and teaches all students to give respect and value to each individual.
- Inclusive education creates high level expectations for all

Objectives of inclusive education:

The main objectives of implementing inclusive education are

- To promote equal and quality education to all children with or without disabilities.
- To address the disadvantaged sections of the society and the diversity.
- To remove the inferiority complex of the disabled and marginalized students
- To develop all aspects of personality of children by promoting equal and quality education to all
- To remove social barriers
- To avoid cultural and religious exclusion
- To reduce the dropout rate of children in school.

Benefits of inclusive education:

i) Students with disabilities

- A sense of belonging have relationship with others that makes the students better prepared for their life.
- It support peer tutoring/ child to child learning
- Higher academic achievement
- Better social skills and communication
- Improve social behavior and communication
- Better opportunities for learning are provided
- It allows children to work on individual goals
- It encourages the involvement of parents.

ii) Non- disabled students:

- It increase the awareness of self-concept , tolerance, self-worth and better understanding of other people
- Children develop a positive understanding of other people with disabilities

- The peers of children with disabilities can assist in various ways in the classroom as a scribe, as a helper, reader and also to move wheel chairs of their classmates with disability around the school.

iii) Teachers

- Better understanding of individual characteristics of students
- Mastering various pedagogical techniques for effective work taking into account individuals with special needs
- Approaching children's perception for a better understanding of different situation and the formation of holistic picture

Conclusion:

In this unit, Attitudinal, systematic and structural, physical barriers in providing inclusive education, ways and means of overcoming these barriers, ways and means of promoting successful inclusion , meaning of stakeholder to inclusive education, capacity building among teachers and other stakeholders to inclusive education , characteristics/features of inclusive education benefits of inclusive education have been discussed in detail.

UNIT -III: BUILDING INCLUSIVE LEARNING ENVIRONMENTS

Strategies to build inclusive learning environment in school and classroom: Accessibility in relation to disability, Universal Design, Principles of Universal design, Application of Universal Design in various environment.

Unit 3

Building inclusive environment

Introduction

This unit deals with strategies to build inclusive learning environment in school and classroom especially the accessibility in relation to disability and universal design and application of universal design in various environments.

Strategies:

By classroom environment we mean the class room interactions, differential instructions, methods adopted by the teacher, multiple ways of engaging students with curriculum materials different ways student learn and demonstrate what they have learned, differential evaluative techniques used to assess the learning progress of students etc.

- Accessibility
- Use of universal design are the two important strategies that are made use of building inclusive learning environment in school and curriculum

Concept of Accessibility

Accessibility is the design of products, devices, services, vehicles or environments so as to be usable by people with disabilities. ie accessibility can be viewed as the ability to access and benefit from system or entity.

There are three types of accessibility

- Direct access
- Indirect access
- Assistive technology

Accessibility is strongly related to Universal design, the process of creating products that are usable by widest possible range of people. Operating within the widest possible range of situations.

Definition:

Accessibility is when the needs of people with disabilities are specifically considered and products, services and facilities are built or modified so that they can be used by people of all abilities.

According to U.S. department of education's office for civil rights defined as accessible means a person with disability is afforded the opportunity to acquire the same information engage in the same interaction and enjoy the same services as a person without disability in an equally effective and equally integrated manner, with substantially

equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability.

Although this might not result in identical ease of use compared to that of person without disabilities it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

Meaning of Accessible technology:

Accessible electronic and information technology is technology that can be used by people with a wide range of abilities and disabilities.it incorporate the principles of universal design

For example

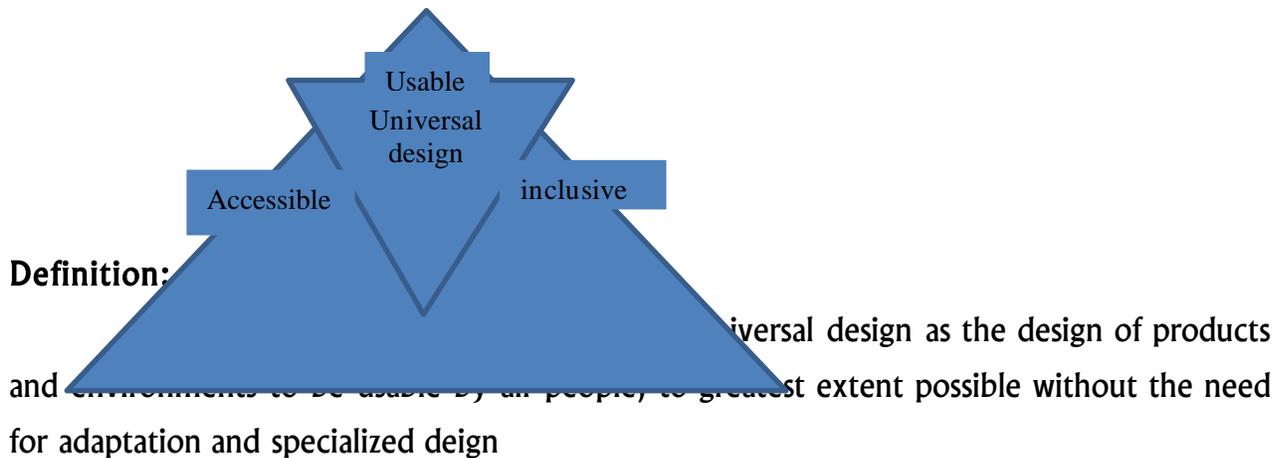
- Most individuals who are blind use either audible output(screen reader) products for read the content
- Individual with learning disabilities such as dyslexia may also use audible output
- Individual with low vision may use screen magnification software that allows them to zoom into portion of the visual screen
- Many others less than perfect eye sight may use enlarge font size and standard web browser functions on a website.
- Individual with fine motor impairments may be unable to use a mouse and instead rely excessively on keyboard command or use assistive technologies such as speech recognition, head pointers, mouth sticks or eye-graze tracking system.
- Individuals who are deaf or hard of hearing are unable to access audio content. So video needs to be transcribed.
- Individuals may be using mobile devices including phones, tablets, or other devices which means they are using a variety of screen sizes and variety of gestures or other interfaces for interacting with their devices and accessing content.

Universal Design:

Universal design typically provides single general solution that can accommodate people with disabilities as well as the rest of population. By contrast, accessible design is focused on ensuring that there are no barriers to accessibility for all people, including those with disabilities. But it is not concerned with use in widest possible range of situations.

Meaning and Definition of universal design

Universal design is the design of buildings, products or environments to make them accessible to people, regardless of age, disability or other factors. It addresses common barriers to participation by creating things that can be used by maximum number of people possible



Definition:

Universal design as the design of products and environments to be usable by all people, to greatest extent possible without the need for adaptation and specialized design

Characteristics:

Characteristics of any UD practice or product are

- Accessible
- Usable
- Inclusive

The goal of universal design is to maximize usability by individuals with a wide variety of characteristics.

Example

The simplest two wheeler automobile technology involves attaching a 50c.c motor to rotate the rear wheel of a bicycle. Only those who can balance can ride their motored bicycle. This also required training in balancing the vehicle. Then came scooters and motorbikes, which also required training in riding the vehicle safely on roads. But the emergence of scooty revolutionised the automobile industry it requires no prior training to ride since the height of the vehicle is low and its body frame and tiers are broad, balancing it is easier.

Principles of universal Design:

The following seven principles of universal design were established by the ‘center for inclusive Universal Design and Environmental Access’ are stated below

Equitable use

The design is useful and marketable to people with diverse abilities.

Example:

- A counter space or desk space may be adjusted according to the individual needs
- Website which is designed, that is accessible to everyone.

Flexibility in use:

The design accommodates a wide range of individual preferences and abilities.

Example

A captioned video will allow people to choose to listen or read in order to understand the content.

Simple and Intuitive

Use of the design is easy to understand regardless of the user experience, knowledge, skills or current concentration level.

Example

A website that is well organized with clear headings will facilitate access to information.

Perspective information

The design communicates necessary information effectively to users , regardless of ambient conditions or users sensory abilities.

Example

A video includes a voiceover for individuals with visual impairments

Tolerance for error

The designs minimize hazards and the adverse consequences of accidental or unintended actions.

Example

An educational software programs that provide guidance when user makes an inappropriate selection, employs this principle

Low physical effort

The design can be used efficiently, comfortably and minimum of fatigue.

Example

Automatic door opener using sensors can't facilitate access for everyone to go in or out of an office or classroom

Appropriate size and space for approach and use

The design provides appropriate size and space for approach ie to reach at and manipulate and use regardless of user's physical characteristics such a size, posture or mobility.

Example

A class room includes a range of seating options, including tables for someone who uses a wheelchair for individual or wider chairs for individuals who are taller and/or larger.

Applications of Universal Design in various Environment:

Universal design can be applied to any product, service or environment.DO-IT (disability, Opportunities, Inter-networking, and technology) is a project of Washington, U.S.A which includes curriculum, instruction, Information technology, physical spaces, student services, distance learning, projects, conference, exhibits and presentations.

Guidance to application of U.D

Three set of principles provide guidance for applying Universal Design for almost any product or environment.it provides the following guidelines

- Provide multiple ways for participants to learn and demonstrate what they have learned.
- Provide multiple ways for participants to engage in learning activities,
- Ensure all technologies, facilities , services, resources and strategies are accessible to individuals with a wide variety of disabilities

Example

i) Application of UD in Designing a class

Whether the class is in-person or online , the design of the class should strive to be inclusive to all students , including those with disabilities and allow all students to access the content of the course and fully participate in class activities.

Universal design principles can apply to lecturers, classroom discussions, group work, handouts, web-based instruction, field work and other academic activities.

The seven principles of UD are particularly helpful when designing instructional facilities like computer laboratory.

Three principles of UDL guide the development of teaching curriculum and pedagogy

Four principle of UD of IT guide the creation of IT used in any application to ensure inclusive of everyone.

ii) Application of UD to instruction

The following examples of the universal design of instruction that employ all three set of UD principles were developed by the Access College project of the DO-IT center. There are eight areas of application.

i) **Inclusiveness**

Adopt practices that reflect high values with respect to both diversity and inclusiveness

Example

Put a statement on your syllabus Inviting students to meet with you discuss disability related accommodations and other learning needs

ii) **Physical access**

Ensure that activities, materials and equipment are physically accessible to all students and that all potential student characteristics are addressed in safety considerations.

Example:

Develop safety procedures for all students, including those who are blind, deaf, or wheel chair users

Label safety equipment simply in large print and in a location viewable from a variety of angles, repeat printed directions verbally.

iii) **Delivery methods**

Use a variety of accessible instructional methods

Example:

Use multiple modes:

Lecturers, collaborative learning option, hands on activities, web-based communications, educational software, field work → to deliver the content and motivate and engage students.

iv) Interaction:

Encourage effective interactions between students and the instructor and assure the communication methods are accessible to all participants

Example:

Assign group work that emphasizes collaboration and that places a high value on different skills and roles

v) Feedback

Provide specific feedback on a regular basis

Example

Allow students to present portions of their work for feedback before the final project is due

vi) Assessment

Regularly assess student progress and adjust instruction accordingly

Example

Use a variety of accessible methods and tools to assess the performance of students in collaborative groups and as individuals

Accommodation

Plan for additional accommodations to address any specific student needs

Example:

Be prepared to provide learning materials in alternate formats, change class room locations, or arrange for other disability accommodations.

Conclusion:

In this unit, which consist of strategies to build inclusive learning environment in school and class room especially the accessibility in relation to reliability and universal Design concepts and meaning. Meaning of accessible Technologies, meaning and definition

of Universal design, principles of universal design, goals of universal design, application of universal design also discussed in detail.

UNIT-IV: CURRICULUM ADAPTATION

Curriculum Adaptations: Definitions, Accommodations and Modifications, Decision-Making Model for Designing Curricular Adaptation, Various types of Adaptation - Universal design for learning and Differentiated Instructions, Integration of Universal design for learning and differentiated instructions - Teaching Strategies for Inclusive Classrooms: Cooperative learning, Peer tutoring and Co-teaching, Technology for Children with special needs in inclusive classrooms, Examination concessions and Provisions for children with special needs.

Unit 4

Curriculum Adaptation

Introduction:

In this unit, define the terms of curriculum Adaptations, Curriculum Accommodations and Curriculum modifications and the relationship among them. It also describes about Decision making model for Designing curriculum Adaptations, various types of adaptations, universal design of learning and differential Instructions, integration of Universal Design for learning and differentiated instruction and teaching strategies for inclusive classroom. Different types of learning, technology for children with special needs in inclusive class room and examination concessions and provisions for children with special needs also briefly discussed in this unit.

Curriculum Adaptation:

Meaning:

Curriculum adaptation means to make necessary changes in the existing curriculum to meet the learning requirements of children with disabilities so that they can access the general curriculum.

Definition:

According to NCERT (2015) “Adaptation refers to adjusting assessments, material, curriculum, or classroom environment to accommodate a student’s needs, therefore that he/she can participate in and achieve the teaching –learning goals”.

Curriculum Accommodation:

Curriculum adaptation involves differentiation to meet the needs of all students. Accommodations are changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring and /or other attributes which provide access for a student with a disability to participate in a course/ standard/test, which do not fundamentally alter or lower the standard or expectations of the course/standard/test.

Definition

Adaptations of curriculum in the form of accommodations are required only for those students with learning disabilities and those with physical or mental disabilities at moderate level.

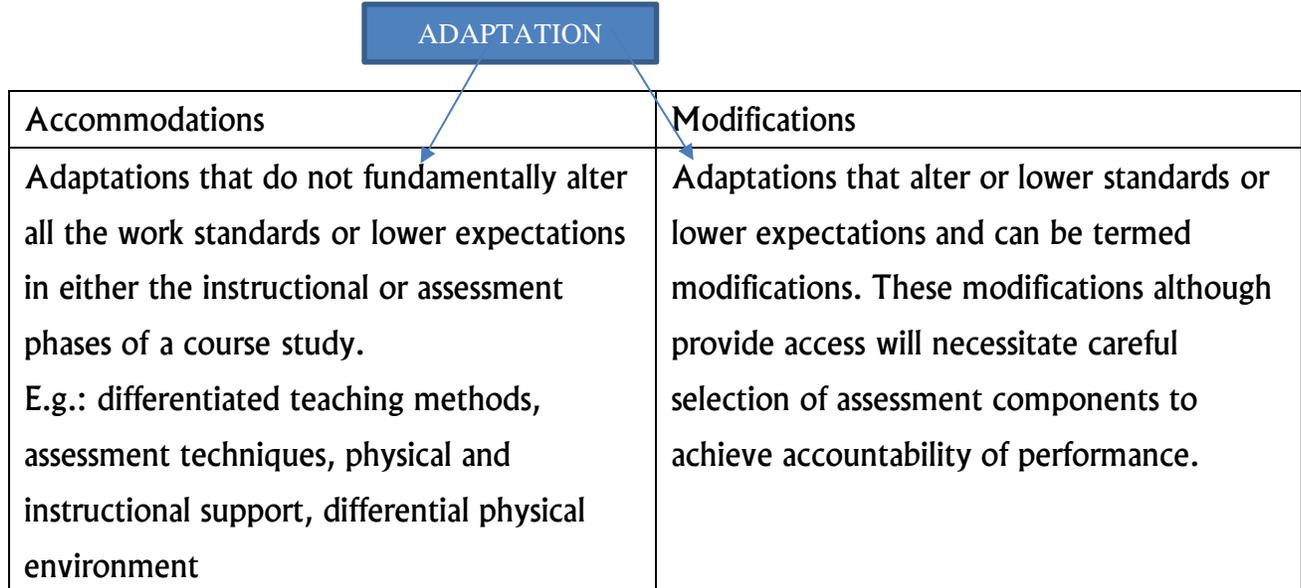
Curriculum modification

The term curriculum modification is defined as changes in course content, teaching strategies, standards, test presentation, location, time, scheduling, expectations, student responses, environmental structuring and/or other attributes which provide access for a student with disability to participate in a course/ subject of study/ test ,which do fundamentally alter or lower the standard or expectations of the course or subject of study.

Definition

Curriculum modifications should be considered only for those students whose special needs are such that they are unable to access the curriculum.i.e students with limited awareness of their surroundings, students with fragile mental/ physical health, students medically, cognitively, or multiply challenged. In other words modification of curriculum are necessary only for students with severe disabilities.

Relationship among adaptations accommodations and modifications



Comparison of adaptations with modifications

Accommodations	Modifications
<p>Refers to changes made in the teaching strategies, assessment and evaluation strategies, supports and/or services that are required for a student to access the curriculum and demonstrate learning</p>	<p>Refers to changes made to the content of the learning expectations that are different from the age and/ or grade placement of the student.</p>
<p>Do not alter the expected standard of learning outcomes for the grade or level of curriculum</p>	<p>Do alter the grade level learning expectations from the curriculum</p>
<p>Can be classified into the following categories: environmental, physical, academic, organisational, motivational, assessment, and evaluation⁹</p>	<p>More restricted list of modifications are available when compared with the numerous possibilities that exist for accommodations. However, a programme that is modified will also likely require accommodations.</p>
<p>Recorded on the IEP(Individual Education plan)</p>	<p>Recorded on the IEP accommodation can also be made to support modifications</p>
<p>Made for a student at any grade level</p>	<p>Made for a student in any elementary grade or class; has only minimal adaptations at the</p>

	secondary level of education
Frequently, an accommodation made for one student will benefit the whole class. Eg(highlighting the important words in the question being asked in a testing situation)	If the learning expectations are significantly altered in a course, the integrity of the course is compromised i.e. a different course is delivered
Removes or lessens the barriers a student faces to provide opportunities for success	Changes to outcomes or what an individual is expected to learn Changes to the number and/ or complexity of the grade-level learning expectations
Meant for students with mild or moderate level of disabilities	Meant for students with severe level of disabilities
Changes to classroom environment or delivery method that permit an individual to participate in the classroom process and the task	Significant changes related to the specific content, level of skills, or number of skills required by the programme
Evaluation not recorded on the IEP	Evaluation not recorded on the IEP, unless the IEP is used as a report card for students.

Need for curriculum adaptations

Curriculum Adaptation

- i) Curriculum adaptation is a form of reasonable accommodation as mandated by the United Nations Convention on the Rights of persons with disabilities (UNCRC, 2006) which facilitate the teaching –learning process when there are students with learning difficulties in the mainstream class room
- ii) Curriculum adaptations are made to simply and reduce the content so that the learners with can absorb the most critical part of the curriculum.
- iii) Adaptation of the curriculum ensures that all learners get access to quality and meaningful learning experiences
- iv) Curriculum adaptations are needed for making children with learning difficulties not to feel excluded when it comes to understanding the subject matter of a course of study.

Decision making model for designing curricular adaptations

Curricular adaptation is an on-going process that changes the regular prescribed curriculum by adjusting or adapting it in terms of the subject matter or content and/ or delivery of instruction to meet the learning requirements of the students with learning difficulties including children with disabilities. The contents, the teaching process, assessment and evaluation and the physical environment may be changed or adapted and activities should be flexible in order that the students benefit and achieve success in the classroom. The primary aim of adaptation is that all learners in the class, including the disabled and can fully participate in the class room activities. Curriculum is adapted to make education first and foremost accessible to all and secondly to see that no learner is excluded.

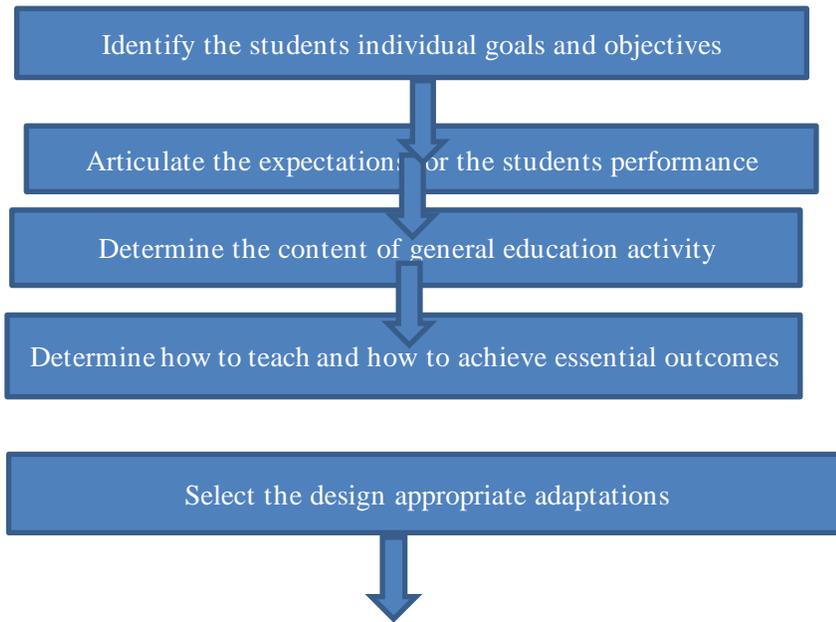
Accommodation and modifications are two aspects of adaptation. Adjusting the delivery of instruction, assessment techniques, curriculum content, materials and devices used in instruction/ assessment or classroom environment to accommodate the needs of learners without fundamentally altering teaching-learning goals and expected learning outcomes are known as Accommodations.

Adaptations in the form of modifications are instructional and assessment related decisions made to accommodate a student's educational needs that consist of individualised learning goals and outcomes, which are different than learning outcomes of a course or subject.

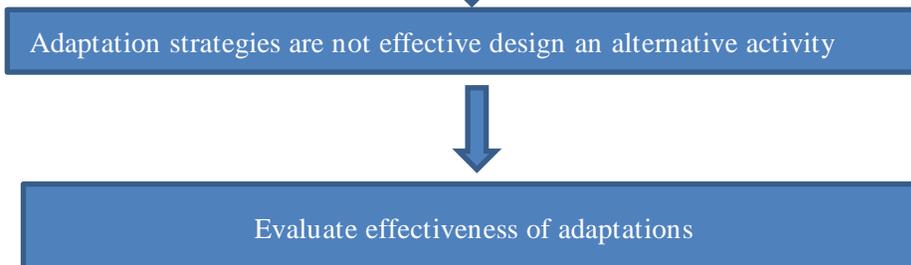
Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum. In many cases modifications form only a part of an educational programme for a student with special needs, and they need not be a permanent or long term solution

Whether to use modifications, should be reviewed on a regular basis. Decisions about modifications be subject/ course specific wherever possible. For example, a student with intellectual disability may require modifications to a specific subject like mathematics or science. However modifications may not be required to subjects like physical education. To decide about the use of modifications selecting the design appropriate for adaptations to a student, finding out the effectiveness of design used, and if it is not, then designing an alternative **activity**, and evaluating the effectiveness of adaptations, are the sequential steps involved in running an inclusive educational programme .this approach is labelled as Decision- making model for designing curricular adaptations

The following diagram depicts the flow-chart of decision –making model for designing curricular adaptations



Select instructional arrangement	Select lesson format	Employ student specific teaching strategies	Select curricular goals specific to the lesson	Engineer the physical and social classroom environment	Design modified materials	Select natural supports and supervision arrangements
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Types of Adaptation:

There are nine types of adaptation, which are briefly described below

Input

Providing multiple experiences with materials for different learning styles i.e delivery of instruction is adapted to suit the needs of individual students

Example:

Use different visual aids, plan more concrete examples, and provide hands-on activities, place students in cooperative groups

Output:

Flexibility in assessing and evaluating learning outcome by providing alternatives to written assignments/tests

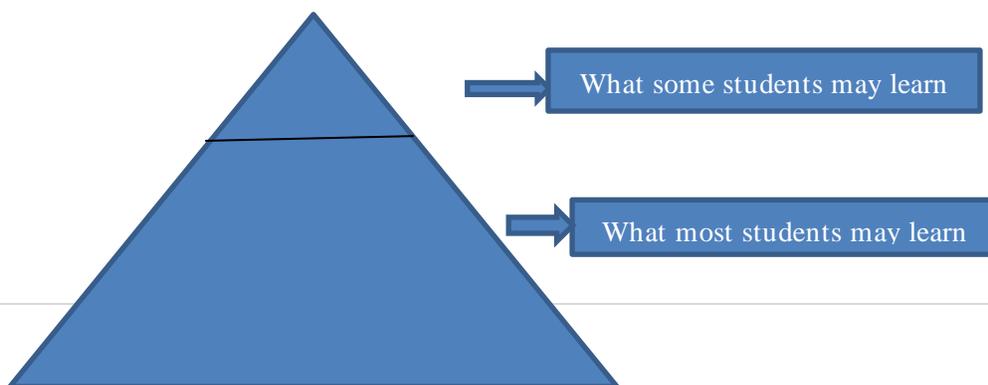
Example:

Allow a verbal and written response, use a communication book for students, allow students to show knowledge with hands on materials

Size/quality

The content may be reduced to the most critical portions and some parts may be omitted to ensure maximum learning of each student.

Planning the content to suit pupils need may be best described by using pyramid mode shown below



Time

Reducing number or nature of questions or give extra/ extended time to complete assignment and tests. Giving frequent breaks and additional instructional time.

Example:

Individualize a timeline for completing a task, pace learning differently

Level of Difficulty

By understanding the limitations and difficulty level of a student, modifications can be made with respect to skills level, problem type or the rules about how the student may approach the work.

Example:

Allow a calculator for math problem, simplify task directions, change rules to accommodate learner needs.

Level of support

Level of personal assistance will depend on the nature of difficulty faced by the student in terms of physical, cognitive and sensory issues. Few students may require increased amount of personal assistance and many others may require less amount of support.

Example:

Assign peer buddies, teaching assistant, peer tutors or cross-age tutors

Participation level:

Classroom activities are modified to the extent which a learner actively participate in all the activities

Example:

In geography have a student hold globe, while others point out the locations

Alternate goals:

Goals or objectives are changed, though the content taught is the same it is

sometimes referred to as functional curriculum as it usually involves the acquisition of life skills.

Example:

In social studies expect one student to be able to locate just the states while others learn to locate capitals as well

Substitute curriculum:

The intended curriculum is replaced by an easier one. This involves providing different instruction, materials, and alternative activities to meet a individual outcomes which are different from those of the general mainstream curriculum.

Example:

Individualize a timeline for completing a task, pace learning differently for some learners.

Universal Design For Learning (UDL):

Definition:

Universal design learning is an over-reaching approach focussed on the inclusive design of the whole learning environment at the outset. UDL aims to ensure all students have full access to everything in the classroom, regardless of their needs and abilities. Students are supported to self- directed learning and monitor progress.

Features of UDL:

- UDL is more focused on student- centered learning
- The goal of UDL is to remove the barriers to learning
- UDL asks us to design flexible goals, instructional methods, materials, and assessment by keeping in view diverse learner from the beginning.
- UDL provides multiple means of engagement, representation, action and expression to all learners from the start.

Differentiated Instruction (DI):

Differentiated instruction is an instructional strategy at addressing each student's individual level of readiness, interest, and learning profiles. It is a responsive instructional practice where adjustments are made in content, and teaching-learning process based on the individual needs of the students to further their learning.

Features of DI:

- It is a responsive practice where adjustments are made based on individual needs of the students
- Often times, differentiation is done after the data are collected and trends are noticed
- The goal of DI is to provide a responsive and optimal learning environment for individuals or group of learners.
- DI provides targeted strategies that are teacher directed, as teachers choose which strategies students receive.

Distinguish UDL from DI

When we examine the UDL and DI approaches in classroom teaching, both have commonalities and overlaps between them in both models

- The standard and expectations are same for all learners
- There is flexibility in lesson design and student groupings
- Individual learning strengths and limitations are considered in planning
- Supports and scaffolding are both integral in lesson design

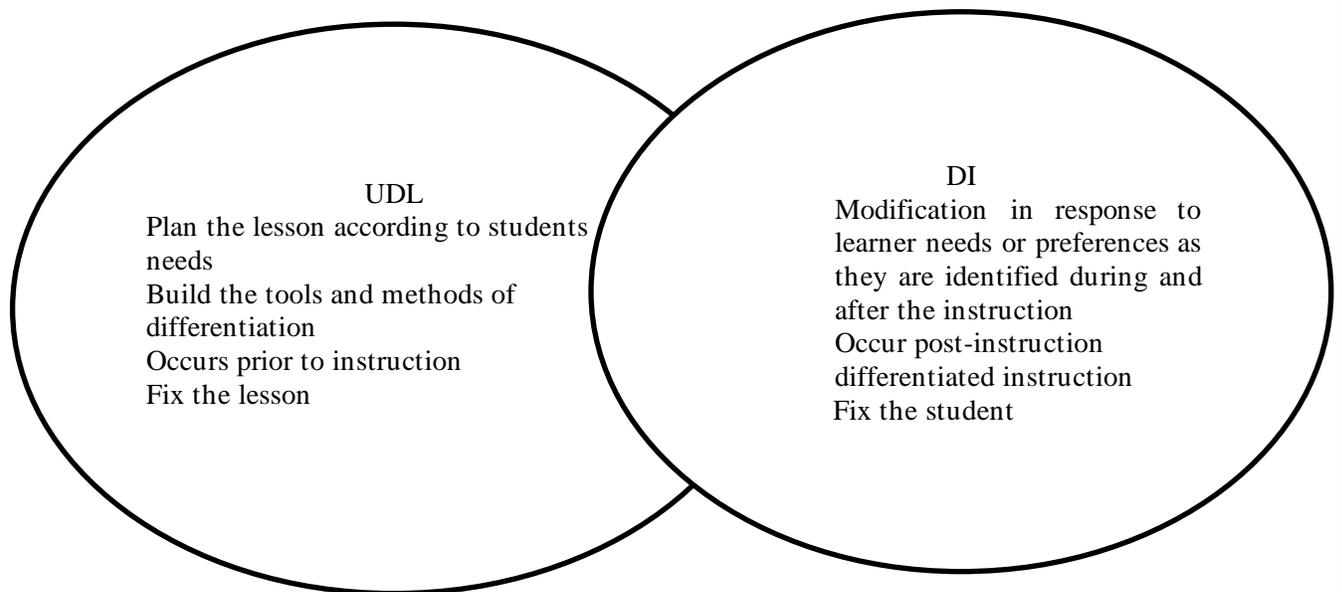
Differentiation in both models

s.no	UDL	DI
1	This strategy collect the learning experience from the planning stage	Data collected during the delivery of the instruction. adjustments are made based on individual needs of the students
2	It communicate universal inclusive education	It allows different ways of learning in inclusive education
3	It is pre-instructional phase	It is post instructional phase

Integration of UDL and DI in Inclusive classroom:

UDL and DI both are student centric learning method. Both approaches help students achieve success in accessing the content by using strategies involving wide variety of

tools and technology as well as scaffolding.



Teaching strategies for inclusive education

The students who most commonly included in inclusive class rooms are those with physical disabilities that have no or little effect on their academic work, students with all types of mild disabilities, and students whose disabilities require relatively few specialised services

A number of teaching strategies are practised in delivering instruction in inclusive class room, of which the notable ones are

- Peer tutoring
- Co-operative learning
- Co-teaching

Peer tutoring:

Peer tutoring is nothing but where a student teaches his peer or classmate.i.e it involves one-to –one instruction from a student to another in the tutoring role and the tutee who receives instruction.

Steps:

- Making an assessment and pupils performance in the class
- Preparing a profile of tutee's performance in all areas of development
- Identifying the strength of the pupils in the class to select peer tutors
- Matching the tutor and the tutee. The tutor should be good in the subject and should have the skills to transact what the tutee with mild disability has to learn.
- Developing adapted materials in advance for use by the peer-tutor and tutee.
- Organising a short training for tutors for carrying out tutoring effectively for children with special need. In a child with special need, the specific disorder has to be assessed and catered to by the teacher and the peer tutor in the following ways
- Telling peer-tutor about the present profile of the tutee and level of learning expected from the tutee in a particular time frame set for the child.
- Allotting space and suitable work environment for tutoring
- Keeping in mind the convenience of the tutor and tutee, and work schedule is to be worked out.
- Reinforcing the peer-tutor for doing his/her job well and the tutee for the progress by him/her.
- Building good relationship between the tutor and tutee, by encouraging both of them for their performance
- Teacher monitoring the progress of tutoring
- Changing the tutor for different subjects or for different tests or for revision, if the need be.
- Above all, getting the permission from the parents of the tutor and tutee for this activity is essential.

Benefits of peer-tutoring:

- Peer tutoring provides skill practice
- It provides immediate feedback about performance
- In peer tutoring errors are corrected promptly
- Effective learning behaviour is modelled by the tutor
- It provides for individual attention
- The tutor reprocess information and considering how best to present it to tutee i.e. it

develops insight into learning

- It is socially inclusive, all can participate and benefit
- Highly cost-effective
- Helps to develop communicative skills, sociability, tolerance and adjustment with others in students.

Co-operative learning

Definition:

Co-operative learning could be defined as follows

- It is a strategy used by a group of students to achieve a common goal with mutual collaboration and support
- It is a learning process which provides students get opportunities to learn in a group by forming a number of teams, each consisting of a small number of students of different levels of learning ability, for understanding a subject unit

Co-operative learning in an inclusive classroom

There are several benefits of cooperative learning structures for students with disabilities. Students with disabilities are more engaged in classroom activities where cooperative learning structures are in place compared to more traditional classroom interventions. Specifically, in inclusive classes that use cooperative learning, students articulate their thoughts more freely, receive confirming and constructive feedback, engage in questioning

techniques, receive additional practice on skills, and have increased opportunities to respond. Further, when students are thinking aloud while discussing, teachers are better able to assess student and group needs and intervene if needed. That is, by actively monitoring students' learning, teachers are able to redirect groups toward learning tasks and provide re-teaching during mini-conferences as appropriate. When structures are in place for this level of dialogue to occur, it accelerates the comprehension process.

According to Stevens and Slavin (1995), students with disabilities are more likely to be at instructional level and have positive learning outcomes when explanations and models are provided by their peers. These benefits and quality learning are realized only when both the general and special education teachers are committed to the learning structures that benefit all students.

Cooperative learning challenges some people’s beliefs about education. Cooperative classrooms represent a shift from traditional lecture-style classrooms to more brain-friendly environments that benefit all learners

From traditional to cooperative learning.

From Traditional to Cooperative Learning		
From ...		To ...
“A good class is a quiet class.”		“Learning involves healthy noise.”
“This is an independent task.”		“ This is collaborative teamwork.”
“Keep your eyes on your paper.”		“Ask your partner for help.”
“Sit quietly.”		“Get up and look at what others did.”
“Talking is cheating.”		“Talking is learning.”

Critical Aspects of Effective Cooperative Learning

The basic considerations for structuring cooperative groups include (a) group size, (b) clear learning goals, (c) direct instruction of group procedures, (d) mixed-ability groupings, and (e) individual and group accountability.

Size:

Recommended group size varies from two to four students. The smaller the group, the higher the engagement levels. Groups consisting of three students are often difficult to manage because they leave one student out of the dialogue at any given time.

Clear learning goals and direct instruction of group procedures:

Teachers who get the best results from cooperative learning groups directly teach students how to interact prior to the group leading their own learning.

The assignment of roles within the groups also focuses the students on the specified learning goals.

Mixed-ability groupings:

Flexible mixed-ability groups have advantages over homogeneously grouped

Students because the higher achieving students can mentor the students who are struggling with a particular skill or concept. At the same time, the students who are more competent with a particular skill deepen their own learning by applying higher level thinking skills while assisting others to achieve.

Accountability:

Students need individual as well as group goals to promote cooperation. The need to feel “We are in this together!” and the ability to rely on their teammates are essential for student learning. Teachers, and eventually peers, need to provide feedback on progress toward group and individual goals. This gradual release of responsibility leads to more engaged and independent learners.

Cooperative learning within inclusive classrooms requires thoughtful planning and implementation to yield the highest impact for all students (Stevens & Slavin, 1995).

Types of Cooperative Teams

There are four major types of cooperative teams:

- Heterogeneous
- Random
- Homogeneous
- Student-selected.

All four have instructional purposes. Thus, the type of team used should match the instructional learning goals and needs of the students. Heterogeneous groups are most widely used for cooperative learning because they naturally support peers assisting peers, improve social acceptance of all types of learners, and can assist with classroom management. However, all four can be implemented throughout the school year to support instruction.

The advantages of and cautions against different types of cooperative teams.

**The Advantages of and Cautions Against
Different Types of Cooperative Teams**

Team Type	Advantages	Cautions
<p>Heterogeneous Mixed-ability, sex, race teams</p>	<ul style="list-style-type: none"> • Balanced • Maximizes tutoring • Easier management 	<ul style="list-style-type: none"> • Requires more teacher preparation time • Ranks students • Limited leadership opportunities
<p>Random Teams Randomly formed teams</p>	<ul style="list-style-type: none"> • Fairness • Novelty, variety, fun • Quick and easy 	<ul style="list-style-type: none"> • Diversity not ensured • Potential for off-task behaviours • All-"low" or all-"high" teams may develop
<p>Student-Selected Teams Students select own teams</p>	<ul style="list-style-type: none"> • Novelty, variety, and fun • Familiarity • Easy decision making 	<ul style="list-style-type: none"> • Not balanced • Potential for off-task behaviour high
<p>Homogeneous Teams Teams with a shared trait (ability, interest, language)</p>	<ul style="list-style-type: none"> • Leadership opportunities • High esteem for top groups • Differentiated instruction 	<ul style="list-style-type: none"> • Lack of equity • Poor esteem for low groups • Negative stereotypes

Executing cooperative learning:

- A subject unit may be divided into a meaningful small segments or sub units
- The whole class is divided into a number of small groups each group consists of 5 or 6 students.

- Members of each group are assigned roles of leader, actor, recorder, evaluator, etc.
- Roles are restarted and support materials are rotated among the members of the group
- Group members may gain learning experiences by collecting relevant information related to the sub unit assigned by conducting the activity
- Members of the group share their learning experiences and when they have got significant attainment in knowing understanding and application of the content
- Teacher monitors constantly the interactions that take place among group members in each group and also among the groups when all the groups assemble together
- Monitoring by the teacher is done in terms of level of mastery, completion of the task, quality and quantity of the work done , peer-interaction and collaboration as well as satisfaction of the group as a whole

Benefits of cooperative learning

Cooperative Learning helps to:

- Raise achievement of students.
- Build positive relationships among students - important for creating a learning community that values diversity.
- Provide experiences that develop both good learning skills and social skill
- Higher achievement.
- Increased retention.
- More positive relationships and a wider circle of friends.
- Greater intrinsic motivation.
- Higher self-esteem.
- Greater social support.
- More on-task behaviour.
- Better attitudes toward teachers.
- Better attitudes toward school.

Co-teaching

When two educators collaborate to plan, arrange, instruct, and assess the same group of students in the same classroom, they are known as co-teaching. This strategy can be seen in a variety of ways. Teacher aspirants are required to co-teach with experienced associate teachers in order to

Share classroom responsibilities and learn from the associate teacher. Co-teaching connections between regular classroom teachers and special education teachers can assist students with exceptional needs.

Co-teaching at the secondary level was examined by Dieker and Murawski. They stressed the necessity of teacher preparation, adequate planning time, and special education teachers' grasp of the curriculum, and they cited big class numbers and high-stakes testing as significant hurdles to co-teaching effectiveness. They advocated for proactive communication, a diversity of instructional approaches (such as class-wide peer tutoring), teacher training, a variety of co-teaching models, voluntary engagement, shared planning periods, and flexibility.

Secondary co-teachers should gain knowledge of themselves, their co-teachers, and their students, as well as applicable information and practices, according to Keefe, Moore, and Duff (2004). According to their findings, secondary instructors lack training and competence and have more negative attitudes toward co-teaching.

There are various co-teaching models:

1. One teach, one support

One teacher gives instruction, while the other assists students who require further assistance or enrichment, collects observation data, or manages the classroom.

2. Parallel Teaching

Each teacher, or instructor and student-teacher, works together to organize lessons, but they teach the same material to different sides of the classroom at the same time.

3. Alternative teaching

The majority of the class is managed by one teacher, while the other works with a small group inside or outside the classroom. The small group isn't required to participate in the current lesson.

4. Station Teaching

The instructional content is divided between the two teachers, and each is responsible for planning and teaching a portion of it. The classroom is organized into

numerous teaching centres in station teaching. The teacher and student-teacher are assigned to specific stations, while the remaining stations are managed by students or a teacher's aide.

5. Team Teaching

Both teachers are in charge of planning and sharing all of the kids' lessons. The classes are presented by two teachers who actively engage in conversation rather than lecturing in order to foster student discussion. Both teachers take a hands-on approach to lesson planning and discipline.

Co-teaching has been demonstrated to be very beneficial for kids with special needs, particularly those with lesser disabilities such as learning difficulties, according to research. Co-teaching, when done correctly, maybe a very effective technique to teach all kids in a classroom. Uninformed teachers, on the other hand, may implement this paradigm ineffectively, resulting in negative outcomes for children.

To prepare for a co-teaching experience, take the following six steps:

1. Develop a rapport:

Even before the pupils enter the building, the regular classroom teacher and the special education instructor form a bond. Make an effort to get to know one another on a personal level. The youngsters feel more at ease in the classroom when the two teachers have a good working relationship and rapport. Within the learning environment, students may detect both tension and harmony. A positive connection will reduce misunderstandings and inspire you to handle issues before they become more serious.

2. Recognize and employ teaching styles in order to establish a unified classroom:

Teachers must assess both their instructional and discipline techniques in order to combine the best of each to build a unified classroom. Both teachers must strike a balance that is pleasant for everyone. Both can use their two skills to complement one another in lesson planning and so improve the lessons and delivery of instruction.

3. Talk about your strengths and weaknesses:

Teachers should develop a list of their student's strengths and shortcomings, as well as their likes and dislikes. Then compare the lists and highlight the skills that one instructor possesses, allowing that individual to be the lead teacher in those areas.

4. Discuss IEPs (Individualized Education Plans) and general education objectives:

The special educator must involve the regular educator in the special education process in order to establish Individualised Education Plans. Students in special education are assigned to both teachers; therefore the general educator must be aware of each child's IEP. Otherwise, the teachers will be unable to carry out the plans efficiently.

To ensure student success in the classroom, it is critical to address the changes and accommodations, as well as the goals and objectives. The special and normal education teachers can then collaborate to help the kid achieve his or her goals and make acceptable development. Similarly, the regular education teacher should discuss his or her goals for ordinary pupils with the special education instructor. Similarly, the normal education teacher should share his or her goals for the regular students with the special education teacher, as the regular education students are also the responsibility of the special education teacher. The goals, objectives, and obligatory curriculum for that grade level should be addressed by both educators.

5. Create a plan of action and work together as a team:

Create a plan of action at the start of the year to ensure minimal disruptions. The following points should be included in your action plan:

- Scheduling
- Behaviors that are expected in the classroom
- Classwork and homework policies, as well as handing in work, are all examples of classroom practices.
- Consequences of not adhering to procedures and guidelines
- Grading
- Home-school communication is essential.

6. Take chances and learn from them.

Co-teaching has the advantage of allowing both teachers to take risks, learn from one another, and grow as professionals. When teachers take chances in the classroom, co-teaching provides a safety net.

Technology for children with special needs in inclusive class rooms

Assistive technology is any device that supports the independence of a person with a disability. Assistive technology can be something very simple and low-cost such

as pencil grips or text highlighters, or something more sophisticated, such as a computer station with speech-to-text tools.

AT (Assistive Technology) for literacy

Assistive Technology for Reading

Assistive technology (AT) can be a powerful way to help children with reading issues, including kids with dyslexia. This guide is an introduction to AT tools for reading and where to find them.

Text-to-Speech Technology:

Text-to-speech (TTS) is a type of assistive technology that reads digital text aloud. It's sometimes called "read aloud" technology. TTS can take words on a computer or other digital device and convert them into audio. TTS is very helpful for kids who struggle with reading, but it can also help kids with writing and editing, and even focusing.

Text-to-Speech (TTS)

Learn the basics about text-to-speech, what the research says about how well it supports comprehension, tips on how to get the most out of the technology, and a short list of recommended text-to-speech tools.

Assistive Technology for Writing

Assistive technology (AT) can help kids with different types of writing challenges. AT tools can make the physical act of writing easier, as well as help kids who have trouble with spelling and grammar, and with organizing and expressing their thoughts. This guide provides an introduction to AT writing tools and where to find them.

Dictation (Speech-to-Text) Technology: What It Is and How It Works

Dictation is an assistive technology (AT) tool that can help kids who struggle with writing. Kids can use dictation to write with their voices, instead of writing by hand or with a keyboard — helpful for kids with dysgraphia, dyslexia and other learning and attention issues that impact writing.

Exploring Digital Literacy Practices in an Inclusive Classroom

Get insight into how a 21st century literacies perspective can support inclusive literacy practices that create a community of learners, use digital tools to make the curriculum accessible, and link academic goals with real-world platforms.

Responsibly Incorporating Technology into Literacy Instruction

In this overview, learn how to capitalize on the benefits of incorporating different types of technology in literacy instruction (such as electronic books, and reading intervention programs) while minimizing the potential pitfalls.

Examination concession and provision for children with special needs

In India, various concessions and provisions related to examinations are made available by state board of secondary education of different states and central board of secondary education. They could be categorized as follows

- Flexibility in choosing subjects
- Relaxation of attendance
- Exemption of studying second language
- Provision of scribe and compensatory time in case of blind and hard dysfunction
- Examination room on ground floor
- Examination centres, nearby to the residence of the disabled children
- In the subjects where practical's are involved, the same marks as scored in theory paper can be provided
- Permitting assistive devices during examination
- Options of skill based subjects
- Waving off registration fees for IX,X,XI,XII
- Question paper in large print
- Exemption from third language
- Provision of scribe/reader and compensatory time for the disabled
- Examination related other concessions
- To facilitate easy access
- Teachers from schools for visually impaired are appointed as assistant superintendent at the special examination centres for visually handicapped
- Answer books of disabled candidates are sent separately by the centre superintendents
- A separate column is provided on the title page of the answer book for indicating the category of disability
- Use of calculator is not permitted in any of the examination conducted by the board

- Portable video magnifier is allowed to visually impaired candidates.
- For certain categories of disabilities only computer is permissible

Computer will be allowed as per the actual need and skills of the students with disabilities duly supported by certificate issued by registered medical practitioners/ qualified psychological consultants recommending use of computer facility for writing the examination citing the ground on which recommendation for use of computer has been made .such permission shall be subject to the following

Use of computer shall be limited to only for typing answers

- It does not all internet connections on a computer
- The candidate shall use the computer/laptop for the purpose for which permission has been taken
- Responsibility for the use of computer shall lie between candidate and board
- For certain categories of disabilities, relaxation in attendance is permissible
- Registration an examination fee for classes IX,X,XI,XII will not be charged from visually impaired candidates as well as candidate suffering with other kinds of disabilities to a severe extent

Conclusion:

In this unit, curriculum adaptation, curriculum modification, and relationship among them, decision making model for curriculum adaptation, various types of adaptation and Universal design for learning and differentiated instruction, the three important strategies of inclusive education, important features of technology for children with special needs in inclusive class room and examination concession and provision for children with special needs have been discussed in detail

UNIT-V: MANAGEMENT OF INCLUSIVE CLASSROOM

Common issues and Challenges in Management of inclusive classroom: Evidence-based Classroom Behavior Management Strategies – Classroom Management, Seating

Arrangement, scheduling, Pace of instruction etc. - Fostering families, Schools and Community Partnerships in inclusive education, Teachers' role in inclusion of children with special needs.

MANAGEMENT OF INCLUSIVE CLASSROOM

5.1 Introduction:

Education to children with special needs (CWSN) has come a long way from special education to integrated education and from integrated education to inclusive education. CWSN required in regular mainstream school, in their own society and by regular teachers. Inclusion values diversity in the classroom it acknowledges every learner's fundamental right to learn and accepts that every child has unique abilities and needs.

Inclusive Education

An inclusive classroom can be defined as the general classroom in which all the students with and without learning differences learn together.

Inclusive classrooms welcome all without any kind of discrimination.

Classroom management is normally one of the critical and complex component in teaching learning process.

In the management of the inclusive classroom the attitudes of the teachers and administration is very important.

The learning of the student is related to how the classroom is managed and controlled. In inclusive classroom extra care to be taken due to the reason that children with special needs require special attention and teaching methodologies.

Methods of Management of Inclusive Classroom

1. Planning/Curriculum
2. Sitting Arrangements
3. Use of Visual aids
4. Use of various instructional formats and Pedagogical methods.
5. Limiting the use of punishment
6. Implement Universal Design for Learning
7. Use of ICT Tools and Assistive Devices
8. Always ask for help from professionals

9. Overall infrastructure

1. Planning/Curriculum

Proper planning of the classroom is very important, what kind of teachers should be there, how the furniture is should be there, how will be the assistive devices will be used, etc. The planning should be changed as per the need of the children time to time.

2. Sitting Arrangements

Sitting arrangement should be in row and should need extra space for an inclusive classroom because some students may have their devices with them. If some students can be distracted easily they should be sitting near to teachers and not near the doors or window.

3. Use of Visual aids

For instruction use visual aids wherever needed for example some symbols and signs, charts and graphs, maps, etc. Graphics also aids the learning process and also increase the retention. Visual aids are also very appealing, interesting and interactive.

4. Use of various instructional formats and Pedagogical methods

- > Always use the teaching skills as per the students need. One strategy cannot be applied on all.
- > Try to find out what instruction formats is working on students and adapt that for a particular group of students and so on.

- > Teachers always try to adapt new pedagogical skills to make their teaching affective in an inclusive classroom.

5. Limiting the use of punishment

Do not use punishment as this can make the children afraid of the school.

Negative reinforcement can be used instead of punishment to get desired behaviour.

6. Implement Universal Design for Learning

The design which is suitable in most of the setting and applied worldwide with good results should be implemented and updated time to time for the betterment of the management of the inclusive classroom.

7. Use of ICT Tools and Assistive Devices

Using the assistive and ICT devices such as special computers with switches, Talking dictionary, text readers, speakers or headphones, special keyboards with bigger keys, interactive white screen, etc. to enhance the learning.

8. Always ask for help from professionals

> For the proper management of the class always ask help from the co-teaching professionals such as orthopaedics, psychologists, therapist, special teachers etc. because they are trained in special education.

> Time to time counselling is also very important.

9. Overall infrastructure

For the better management of the inclusive classroom one of the most important thing is that the overall infrastructure should be excellent such as Furniture, Wide Doors, Special Labs, Libraries, Classroom Environment Related To Safety Standards, Washrooms, Ramps, Sign Board Wherever Needed, etc.

5.2 Common issues and challenges in management of inclusive set-up

Inclusive education brings all learners together in one classroom and community irrespective of their weakness or strength in any specific areas and tries to maximize the potential of all students. It is a wide range of strategies, activities and process that promotes universal right to equal education. There are some challenges of inclusive education.

Negative attitude of parents:

For successful implementation of inclusive education is mainly depends on the support from the parents of the children with disabilities which may become the barrier in implementing inclusive education

Lack of good transportation facility

Inclusive education is such a platform where the learning environment is physically accessible and friendly towards diverse group. The provision of transportation facilities for the special child is an important factor for successful implementation of inclusive education. But lack of such facilities hampers their access to education with dignity and equality. Thus it is one the challenges of inclusive education

Poor collaboration of the local community

Inclusive education is a matter of strong collaboration between the state and government, NGO and local communities. But in general local government is very poor, they are lacking spare time and resources for practising inclusive values in real. This is one of the challenges

of inclusive education.

Negative attitude of the teacher

Teachers play a key role in inclusive education. Negative attitude of teachers towards disability and marginalised children and inclusion of such children in education is a challenge and gives birth to major barriers of inclusive education

Inadequate teachers training

Many teachers are never taught how to teach children with disabilities or generally how to teach in a child friendly, active way. Teacher has a crucial role for successful implementation of inclusive education. The lack of proper knowledge and educational qualifications which are very required to attain predetermined purpose of teaching.

Inadequate supports

The issue in implementing inclusive education. The supports including funding support to facilitate inclusive education it is not possible to run inclusive education program without financial resource support. UNESCO also stated that funding is major constraint to the practice of inclusion.

Large class size

It is very difficult for a teacher to give individual attention in a large size of class. The normal size of class include 50 to 60 students in addition to this a teacher finds more difficult with children with disabilities or special child

School barriers

The school factor is another barrier of implementing inclusive education insufficient school budgets resulting in a lack of appropriate facility like inaccessible school building, high pupil teacher ratio, and limited support for children with disabilities effect the successful implementation.

Social barrier

Negative attitude of the community member towards disability may be arising from religious and cultural beliefs e.g. disability may be seen as punishment.

Lack of understanding of the concept:

It is one of the significant challenge or problems in implementation of inclusive education.as many time people misunderstand and misinterpreted the concept of inclusive education. So lack of understanding of social construction of disabilities is the biggest obstacle in the path of inclusion

5.3 Classroom behaviour management strategies

These 20 classroom management techniques have shown to improve classroom behaviour, build relationships for a better classroom community, and foster a positive classroom environment where student learning is the number one collective goal. These effective classroom management strategies with your students to become a happier, more effective teacher.

1. Model ideal behavior

Make a habit of demonstrating behaviour you want to see, as show that modelling **effectively teaches students how to act** in different situations.

A straightforward way to model certain behaviours is holding a mock conversation with an administrator, other teacher or student helper in front of the class. Talking about a test or other relatable topic is sure to:

- Use polite language
- Maintain eye contact
- Keep phones in your pockets
- Let one another speak uninterrupted
- Raise concerns about one another's statements in a respectful manner

After, start a class discussion to list and expand upon the ideal behaviours you exemplified.

2. Let students help establish guidelines

Encourage all students to help you build classroom expectations and rules, as you'll generate more buy-in than just telling them what they're not allowed to do. This is especially essential for new teachers. Near the start of the school year or during the first day of a semester, start a discussion by asking students what they believe should and shouldn't fly in terms of appropriate behaviour.

3. Document rules

Similar to handing out a syllabus, print and distribute the list of rules that the class discussion generated. Then, go through the list with your students. Doing this emphasizes the fact that you respect their ideas and intend to adhere to them. And when a student breaks a rule, it'll be easy for you to point to this document.

4. Avoid punishing the class

Address isolated discipline problems individually instead of punishing an entire class, as the latter can hurt your relationships with students who are on-task and thereby jeopardize other classroom management efforts. This basic approach will allow you to keep a friendly disposition, while immediately acknowledging inappropriate behaviour.

5. Encourage initiative

Promote growth mind-set, and inject variety into your lessons, by allowing students to work ahead and deliver short presentations to share take-away points. Almost inevitably, you'll have some eager learners in your classroom. You can simply ask them if they'd like to get ahead from time-to-time.

For example, if you're reading a specific chapter in a textbook, propose that they read the following one too. When they deliver their subsequent presentations to preview the next chapter on your behalf, you may find that other students want a bit more work as well.

6. Offer praise

Praise students for jobs well done, as doing so improves academic and behavioural performance, according to a recent research review and study. When it is sincere and references specific examples of effort or accomplishment, praise can:

- Inspire the class
- Improve a student's self-esteem
- Reinforce rules and values you want to see

Perhaps more importantly, it encourages students to repeat positive behaviour. Let's say a

Student exemplifies advanced problem-solving skills when tackling a math word problem. Praising his or her use of specific tactics should go a long way in ensuring he or she continues to use these tactics. Not to mention, you'll motivate other students to do the same.

7. Use non-verbal communication

Complement words with actions and visual aids to improve content delivery, helping students focus and process lessons. Many differentiated instruction strategies and techniques are rooted in these communication methods. For example, running learning stations -- divided sections of your classroom through which students rotate -- allows you to deliver a range of non-spoken content types. These include videos, info graphics and physical objects such as counting coins.

8. Hold parties

Throw an occasional classroom party to acknowledge students' hard work, motivating them to keep it up. Even if it's just for 20 or 30 minutes, they should be happy with snacks and a selection of group games to play. Clarify that you're holding the party to reward them and they can earn future parties by demonstrating ideal behaviour, collectively scoring high on assessments and more.

9. Give tangible rewards

Reward specific students at the end of each lesson, in front of the class, as another motivational and behaviour-reinforcement technique. Let's say a few students are actively listening throughout the entire lesson, answering questions and asking their own. Before the class ends, walk over to their desks to give them raffle tickets. So others can learn, state aloud what each student did to earn the tickets. On Friday, they can submit their tickets for a shot at a prize that changes each week -- from candy to being able to choose a game for the next class party.

10. Make positive letters and phone calls

Keep students happy in and out of class by pleasantly surprising their parents, making positive phone calls and sending complimentary letters home. When the occasion arises, from academic effort or behavioural progress, letting parents know has a trickle-down effect. They'll generally congratulate their kids; their kids will likely come to class eager to earn more positive feedback. This can also entice parents to grow more invested in a child's learning, opening the door to at-home lessons. Such lessons are a mainstay element of culturally-responsive teaching.

11. Build excitement for content and lesson plan

This one works well no matter the grade level: elementary school, middle school or high school. Start lessons by previewing particularly-exciting parts, hooking student interest from the get-go. As the bell rings and students settle, go through an agenda of the day's highlights for the whole class. These could include group tasks, engaging bits of content and anything else to pique curiosity.

For example, "Throughout the day, you'll learn about:"

- How to talk like you're a teacher (sentence structure)
- Why you don't know anyone who's won the lottery (probability)
- What all the presidents of the United States have had in common (social analysis)

The goal of this classroom management technique is to immediately interest students in your agenda and thereby dissuade misbehaviour

12. Offer different types of free study time

Provide a range of activities during free study time to appeal to students who struggle to process content in silence, individually. You can do this by dividing your class into clearly-sectioned solo and team activities. In separate sections, consider:

- Providing audiobooks, which can play material relevant to your lessons
- Maintaining a designated quiet space for students to take notes and complete work
- Creating a station for challenging group games that teach or reinforce standards-aligned skills
- Allowing students to work in groups while taking notes and completing work, away from quiet zones

By running these sorts of activities, free study time will begin to benefit diverse learners. This should contribute to overall classroom engagement.

13. Write group contracts

Help student group work run smoothly and effectively by writing contracts that contain guidelines, having everyone sign. Group contracts should be based on expectations that students have for each other, and you have for them. You can gather the class's thoughts by holding a discussion about what the ideal group member does, and how he or she acts. Once you've written the contract, encourage students to come up with consequences for violating expectations.

By having them sign a fresh version of the contract before each group task and project, you're empowering them to hold each other accountable.

14. Assign open-ended projects

Encourage students to tackle open-ended projects -- projects that don't demand a specific product -- to allow them to demonstrate knowledge in ways that inherently suit them. This starts by giving the class a list of broad project ideas, asking each student to choose one. Be sure to provide a rubric for each project that clearly defines expectations. By both enticing and challenging students, you should notice they'll:

- Work and learn at their own paces
- Engage actively with appropriate content
- Demonstrate knowledge as effectively as possible

With these benefits, students may actually look forward to taking on new projects.

15. Give only two scores for informal assessments

Recall a time you saw a big “F” in red ink on your work. You were probably too upset to review mistakes and feedback, and so are your students when they see the same. So, consider avoiding standard marks on informal and formative assessments.

Instead, just state if a student did or did not meet expectations. Then, provide struggling students with a clear path to improve. For example, pair classmates who didn’t meet expectations with those who did, giving them a review and practice activity. When strugglers are confident they understand key concepts, encourage them to tell you. Provide a new assessment, allowing them to prove their competency.

Classroom management strategies for individual students

16. Use Ed-tech that adjusts to each student

Give students who struggle to process your content opportunities to try educational technology that adapts to their needs. There are many games and platforms that use adaptive learning principles to detect a given student’s skill deficits, serving them content to help overcome them.

For example, Prodigy Math adjusts its content to help students in grades 1 to 8 address their trouble spots. It also offers feedback to help them solve specific mistakes, as they answer questions that use words, charts, pictures and numbers.

17. Interview students

Interview students who aren’t academically engaged or displaying prosaically behaviour to learn how to better manage them. While running learning stations or a large-group activity, pull each student aside for a few minutes. Ask about:

- What helps them focus
- Who they work well with
- Their favorite types of lessons
- Their favorite in-class activities
- Which kinds of exercises help them remember key lesson points

Note their answers to come up with activities and approaches that engage them, thereby limiting classroom disruptions.

18. Address inappropriate or off-task behavior quickly

Avoid hesitation when you must address inappropriate or off-task behaviour, especially when a student breaks a documented rule.

Acting sooner than later will help ensure that negative feelings -- whether between students or you and a student -- won't fester. Failure to act can result in more poor behaviour, leading to needlessly-difficult conversations.

19. Consider peer teaching

Use peer teaching as a classroom management strategy if you feel your top performers can help engage and educate disruptive and struggling students.

Peer teaching activities, such as pairing students together as reading buddies, can be **especially beneficial for students who suffer from low confidence and poor interpersonal skills.**

20. Gamified personal learning plans

Motivate students on personal learning plans by gamifying those plans, as studies indicate this will continuously engage and incentivize them. Consider gamification strategies such as:

- **Adjusting your scoring system** -- Give experience points (XP) -- along with traditional scores -- on tests and assignments, setting a goal for the student to reach a certain amount of XP per unit. For example, if a student scores 60% on a quiz, give him or her 6,000 XP. You can also award XP for completing extra assignments, participating in class or anything else that shows effort to learn.
- **Using stages** -- Refer to topics and units as stages. The former terms have clear connotations for you, but students may not see how they fit together. If they're gamers, they'll understand that reaching the next stage requires overcoming precursory challenges. Emphasize this by framing certain tasks as prerequisites to reach the next learning stage.

If these strategies work especially well for individual students, you should see similar success by using them as class-wide student management techniques.

5.4 Fostering families, schools and community partnership in inclusive education

Family-school-community partnerships are a shared responsibility and reciprocal process whereby schools and other community agencies and organizations engage families in meaningful and culturally appropriate ways, and families take initiative to actively support their children's development and learning. Schools and community organizations also make efforts to listen to parents, support them, and ensure that they have the tools to be active partners in their children's school experience.

Partnerships are essential for helping students achieve at their maximum potential and while parent and community involvement has always been a cornerstone of public schools, greater recognition and support of these collaborative efforts is needed.

It shows that when schools, parents, families, and communities work together, students:

- earn higher grades;
- attend school more regularly;
- stay in school; and,
- Are more motivated.

This is true for students of all ages, all backgrounds, and across race and ethnicity. Furthermore, a variety of supports cutting across the spectrum of social, health, and academic needs may be necessary for school success. High quality schools have demonstrated track records connecting with community resources and families to improve student outcomes in all domains of development.

5.9 Teachers role in Inclusion of children with special needs

Identification

One of the most important roles that an inclusion teacher plays in a diverse classroom is identifying their students properly. The teachers identify their special students' social, emotional, behavioural, physical, and academic strengths.

They consult the students' parents or guardians to get more information about their needs. The teachers create individualized education plans and proper accommodations based on this information.

For instance, a visually impaired student would require course material in larger print, or another student might need preferential seating based on their ability to focus in the classroom. Similarly, teachers provide varied levels of classroom assistance to the students to learn without feeling overwhelmed.

Cooperative Learning

Another vital role of teachers in inclusive education is the enabler of cooperative learning. They do this by setting up tasks and activities to encourage students to learn in groups and participate equally.

Peer-supported learning benefits students with learning differences. It also teaches them to work alongside those with different skills than theirs. This approach builds confidence and pushes students to give their best.

Modified Assignments And Marking

Special education inclusion students require modified assignments and grading systems. Inclusive educators use diverse methods of testing and marking to accommodate students who might struggle to put their thoughts on paper due to their special needs.

The teachers use an additional points system, provide clear feedback, differentiate ideas from language skills when grading and other techniques.

This is an essential role that teachers play because students in an inclusive classroom should not compete on the grounds of grades. The competition can harm their confidence and result in low self-esteem and poor academic performance.

Addressing Parental Concerns

Parents of children in diverse classrooms are often sceptical about their classroom conduct and day-to-day activities. So, the teacher must help the parents feel comfortable. They do this by addressing their concerns and keeping them updated about their child's progress.

Varied Instructional Formats

To address an inclusive classroom, teachers must make suitable changes in the knowledge delivery so all children can learn according to their ability. These include interactive whiteboards, paired learning, student-led presentations, etc.

Schools also play a part by providing teachers with the necessary skills to teach special students and promote higher academic success efficiently. They provide the teachers with appropriate training and exposure to tackle an inclusive classroom gracefully.

Collaborative Approach

An inclusion classroom can be highly diverse, and it's possible that one teacher might not have all the knowledge and experience to meet their needs.

So, to provide the best learning experience to the students, inclusion teachers collaborate with the regular education teachers. Such collaborations allow the inclusive learning community to share ideas, break down lessons, support, and share expertise.

Teachers join forces with the parents to create a learning environment beyond classroom instruction. Teachers also connect with supporting professionals and community organizations to create a learning model accessible and equitable for all.

By implementing these connections, inclusion teachers develop and support individualized student outcomes.

- **Curriculum Adaptations**

Inclusion teachers create curriculum adaptations to support every student's academic, physical, emotional, behavioural, and social development in the best way possible.

- They achieve this by first identifying their students' strengths and special needs. Then they alter their lessons and teaching techniques to accommodate these needs.
- Teachers make lessons more immersive by adding images and videos to help those who might find it difficult to learn from text-based content. They also enhance the text by highlighting, enlarging, or adding symbols and pointers to the worksheets.
- They provide differentiated reading material based on their specific interests and reading levels. These techniques allow teachers to give the students multiple means of action and expression to succeed at their own pace.

- **Supplementary Study Material**

Students often have short attention spans, whether learning in an inclusive classroom or a regular classroom. It simply means that they find it difficult to absorb all the information from simply listening to you delivers it.

- The difference is that the students in your inclusion classroom can have significantly different learning curves. To address this problem, inclusion teachers add an exercise or a small assignment to their lessons to ensure deeper learning in the class.
- They also provide supplemental learning aids such as worksheets, flashcards, calculators, illustrations, recorded lessons, etc., to better their understanding of the course material.

- **Discrete Personal Assistance**

There is often students in an inclusive batch that require some extra support. But the need for support can vary greatly from student to student in such classrooms. For example, some students might require a recap of everyday lessons at the end of the class, while others might not.

- To ensure proper learning for all the students, teachers assist in various ways. They assign peers as helpers to work on classroom projects together and complement each other's' skills. They spend more time with students who require additional prompts during their learning process in the class.

5.5 Conclusion

In this unit , issues and challenges in the management in inclusive set-up, meaning and concept of classroom management ,classroom behaviour management approach classroom behaviour management strategies ,fostering families, school, and community partnerships in inclusive education and teachers role in inclusive education also discussed in detail.