SPECIAL CHILDREN

PRESENTATION
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Terminology used for special children

Impaired children
Disabled children
Handicapped children

Challenged children
Differently abled
Children with special needs
Divyang

Special Education

1. Specially designed instructions which meets the unique needs of special children.
2. Special are those minority of children whose educational needs are very different from those of other students.

COMPONENTS OF SPECIAL EDUCATION

o Special schools
o Specially trained teachers
o Special curricular contents
o Special methodology
o Special instructional material

Issues and problems

o Labeling
o Segregation
o Intensity of disability
o Extensity of disability

NORMALIZATION

o Normalization is the philosophical belief that every exceptional child should be provided with an education and living as close to normal as possible

INTEGRATED EDUCATION

○ Integrated education is an educational program in which exceptional children attend classes with normal children on either a part time or full time basis. Such a combination may be taken as-

   Social integration
   Academic integrated

CHILD'S RIGHTS-INDIAN SCENARIO

○ ARTICLE 45- Free and compulsory education to all till the age of 14
○ RIGHT TO EDUCATION ACT-2009-

   Right to Education is a human right. Backed by a grievance redressal mechanism that gives people opportunity to take action against non compliance of various provisions of the Act

WORLD SCENARIO

○ The UN Convention on the Right of the Child(1989)which sets out children's right in respect of freedom from discrimination.
○ The UNESCO Salamanca Statement(1994)which calls on all governments to give the highest priority to inclusive education.
○ The UN Convention on the Rights of Person with Disabilities(2006)which calls on all states parties to ensure an inclusive education system at all levels.

INCLUSIVE EDUCATION

○ ALL STUDENTS IN A SCHOOL REGARDLESS OF THEIR STRENGTH OR WEAKNESSES IN ANY AREA,BECOME PART OF THE SCHOOL COMMUNITY.
○ THEY ARE INCLUDED IN THE FEELING OF BELONGING AMONG OTHER STUDENTS,TEACHERS AND SUPPORT STAFF.

Inclusive Education is an attitude

○ It means the doors to schools, classrooms and school activities are open to every child and they are afforded every opportunity to be included with their non-disabled peers.
○ The focus is on giving every child the help s/he needs to learn.

INCLUSION IS....

○ A PHILOSOPHY
○ A PROCESS OF DETERMINING THE SUPPORT AND SERVICES A CHILD REQUIRES BASED ON HIS/HER NEEDS
○ THE RIGHT OF A CHILD TO BE EDUCATED IN THE GENERAL EDUCATION CLASSROOM WITH THE APPROPRIATE SUPPORT AND SERVICES,TO THE MAXIMUM EXTENT POSSIBLE
○ BELONGING,ACCEPTANCE,COOPERATION AND APPRECIATION OF DIVERSITY

Inclusive education is NOT:

Dumping kids with disabilities into general classrooms without the supports and services they need to be successful.
- Cutting back special education services as a "trade off" for being in the general education classroom.
- Sacrificing the education of kids without disabilities so kids with disabilities can be included.
- Watering down curricula
- A quick fix

OBJECTIVES

QUALITY EDUCATION TO ALL THROUGH-
 * APPROPRIATE CURRICULA
 * ORGANIZATIONAL ARRANGEMENTS
 * TECHNICAL STRATEGIES
 * RESOURCE USE
 * PARTNERSHIP WITH COMMUNITY
- Zero reject model
- Fail save model

SUPPORT SYSTEM

EMBEDDED SOPPORT-
 Administrative arrangements
 Modified curriculum
 CWSN friendly building
 Appropriate evaluation system
EXTERNAL SUPPORT-
 Diagnostic-prescriptive centre
 Itinerant services of counselors, therapist
IN-CLASS SUPPORT-from peers, Para-teachers, volunteers, resource persons

MODELS OF SUPPORT

 CONSULTANT MODEL
- NON-INTRUSIVE APPROACH
- LOW INCIDENCE OF SPECIAL NEED CHILDREN
- OVERALL STUDENT POPULATION IS SMALL
- COMMUNICATION ON 'AS NEEDED BASIS'
- RETEACHING OF DIFFERENT SKILLS
- PRACTICE A NEWLY ACQUIRED SKILL

TEAMING MODEL

- SPL.EDU.TEACHER IS ASSIGNED TO ONE TEAM
- ONE PLANNING PERIOD PER WEAK
- TEACHER PROVIDES INFORMATION,POSSIBLE INSTRUCTIONAL STRATEGIES
- CONSISTENT COMMUNICATION AMONG TEAM MEMBERS
- MEETINGS ON REGULAR BASIS

COLLABORATIVE MODEL

- GEN. AND SPL. EDUCATION
- TEACHERS WORK TOGETHER
- SHARED CLASSROOM
- CONTINUOUS AND ONGOING COMMUNICATION
- LOWER TEACHER-STUDENT RATIO
- TEAM TEACHING
- IMMEDIATE RE-TEACHING

PREPARING FOR INCLUSION

o Address attitude and values-have involved persons identify what areas of inclusion they are comfortable with and what they are not comfortable with.

o Information-read books,watch videos,talk to teachers of inclusive classrooms,visit inclusive schools to get information to build self confidence and self esteem for teachers and students to be part of inclusive education

o Application-take the risk with a support system in place to be receptive and willing to accommodate children with greater needs.

FIRST STEP-SOCIAL INCLUSION

o PHILOSOPHY-Children who learn together learn to live together
o PRACTICE- Include special children as full member of our society. All students should start in a general classroom and then depending on their needs move into more restrictive environment .
o ROLE OF SCHOOL-All means of education be used to promote CWSN to grow up in a spirit of respect for human dignity and equal rights

NEED OF SOCIAL INCLUSION

o CWSN are not included in the feelings of belonging among other students, teachers, and support staff
o CWSN do not get equal access to cultural, artistic, recreational and leisure activities
o CWSN need to be recognize as equal partner of the community
o They should not only be able to face the life with courage and confidence but also enjoy the life

ROLE OF TEACHER

o Create suitable atmosphere for social inclusion
o Organize various activities
o Facilitate friendship between students
o Create awareness that differences are natural and acceptable
o Help children to understand that disabled are only differently able

ACTIVITY-1

○ GAME OF ATTRIBUTES-This activity can be organized in or outside the classroom. Place all students including CWSN in a circle. One child stands in the middle of the circle.This child states a single attribute. For eg. 'Child wearing a wrist watch'. Those children who qualify under the attribute have to change seats with someone else who is wearing a wrist watch. The child in the middle also has to find out seat. The child left without a place to sit becomes the child in the middle and has to choose the next attribute

DISCUSSION

○ Teacher can organize a discussion after the game is over. Children while playing this game, will find out that those whom they are considering disabled or different, have many similarities with them and those who are normal are actually different in many aspects

ACTIVITY-2

○ GAME- BLIND TRUST- Divide the whole class into pairs. In a pair, one student blindfolds other and the sighted member of the pair leads the blind one about a few minutes. The leader of the pair should try to provide as wide a variety of experiences as possible, such as having the blind partner feel things with his/her fingers or feet, leading with verbal directions etc. After a few minutes reverse the roles of participants and repeat the process so that the leader becomes the blind and blind partner is now the sighted one

DISCUSSION

○ Once the activity is over, allow the students to talk about their experiences. Ask them to discuss how they felt not just as blind partner but their feelings of responsibility as leader. Make sure that leading child is not abusing the power to lead, since the idea is to nurture trust between students. With the help of these games and activities a teacher can create opportunity for students to foster the human capacity for sympathy and

OTHER ACTIVITIES

○ Assignment of a buddy to accompany a student with special needs at all times.
○ Using games designed to build community
○ Openly dealing with individual differences by discussion
○ Focusing on the strength of a student with special needs
○ Discourage elitism among normal students

TEACHER COMPETENCIES NEEDED

○ Ability to solve problems , to be able to informally assess the skills a student needs (rather than relying solely on standardized curriculum)
○ Ability to take advantage of children's individual interests and use their internal motivation for developing needed skills

- Ability to set high but alternative expectations that are suitable for the students ,this means developing alternative assessment
- Ability to make appropriate expectations for each student, regardless of the student's capabilities. If teacher can do this ,it allows all students to be included in a class and school

- Ability to determine how to modify assignment for students, how to design class room activities with so many levels that all the students have a part. This teaching skill can apply not just at the elementary or secondary level, but at the college level as well.
- Ability to learn how to value all kinds of skills that students bring to a class, not just the academic skills. In doing this teacher will make it explicit that in their class rooms they value all skills, even if that is not a clear value of a whole school.
- Ability to provide daily success for all students.

OTHER COMPETENCIES

A realization that every child in the class is their responsibility. Teachers need to find out how to work with each child rather than assuming someone else will tell them how to educate a child.
- Knowing a variety of instructional strategies and how to use them effectively. This includes the ability to adapt materials and re-write objectives for a child's needs.
- Working as a team with parents and special education teachers to learn what skills a child needs to provide the best teaching approach.
- Viewing each child in the class as an opportunity to become a better teacher.
- Flexibility and a high tolerance for ambiguity.

- NO PERSON IS MORE OF A HUMAN BEING THAN ANOTHER AND NO PERSON IS LESS.

CONSOLIDATION

- Do you agree that inclusive education should be accepted? Yes or no. Give reasons.
- Mention some activities or strategies for social inclusion.