International Multidisciplinary Research Journal

Research Direction

Editor-in-Chief
S.P. Rajguru

Research Article

A PAPER ON INCLUSIVE EDUCATION

VENKATARAO PALATI

M.A. M.Ed. M.Phil. Ph.D.
Principal, Noor College of Education, Bidar (Karnataka)

Abstract:

The purpose of education is to ensure that all students gain access to knowledge, skills, and information that will prepare them to contribute to America's communities and workplaces. The central purpose becomes more challenging as schools accommodate students with increasingly diverse backgrounds and abilities. As we strive to meet these challenges, the involvement and cooperation of educators, parents, and community leaders is vital for the creation of better and more inclusive schools. This paper discuss about different aspects of Inclusive Education.

KEY WORDS:

inclusive education , America's communities and workplaces.

INTRODUCTION:

Inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued.

Inclusive schools put the values upon which America was founded (pluralism, tolerance, and equality) into action; they ask teachers to provide appropriate individualized supports and services to all students without the stigmatization that comes with separation. Research shows that most students learn and perform better when exposed to the richness of the general education curriculum, as long as the appropriate strategies and accommodations are in place.

At no time does inclusion require the classroom curriculum, or the academic expectations, to be watered down. On the contrary, inclusion enhances learning for students, both with and without special needs. Students learn, and use their learning differently; the goal is to provide all students with the instruction they need to succeed as learners and achieve high standards, alongside their friends and neighbors.

IS INCLUSION THE SAME AS MAINSTREAMING?

No. Proponents of mainstreaming hold that students with special needs be placed in the general education setting solely when they can meet traditional academic expectations with minimal assistance. Yet, simply placing students with special needs in the regular classroom is not enough to impact learning. Teachers in inclusive schools are asked to vary their teaching styles to meet the diverse learning styles of a diverse population of students. Only then can the individual needs of all our students be met. Schools of the future need to ensure that each student receives the individual attention, accommodations, and supports that will result in meaningful learning.

1

WHY ISN'T INCLUSIVE EDUCATION THE NORM IN OUR SCHOOLS?

Many years ago, special classes were created for students with special needs. Special educators felt that if they could just teach these students separately, in smaller groups, they could help them to catch up. However, the reality is that students in segregated special education classes have fallen further and further behind. Over time, we have learned that inclusive education is a better way to help all students succeed.

HOW CAN OUR SCHOOLS BE TRANSFORMED?

The extent to which professional educators, families, and community leaders enter into a discussion on how to improve education for all our students holds the promise for the transformation of American schools from a 20th century educational system, dominated by a narrow cultural perspective, to one that reflects and values the multicultural and diverse nation that is the United States today. You can make the difference by becoming involved!

INCLUSIVE CLASSROOM PRACTICES:

As general education classrooms include more and more diverse students, teachers realize the value of accepting each student as unique. Special educators understand that effective general education practices really are appropriate for students with special needs, and general educators often turn to special educators for additional ways to teach their increasingly diverse groups of students.

Some of the specific classroom practices recommended in national reports are:

LESS whole-class, teacher-directed instruction
LESS student passivity
LESS prizing and rewarding of silence in the classroom
LESS classroom time devoted to fill-in-the-blank worksheets, dittos, workbooks, and other "seatwork"
LESS student time spent reading textbooks and basal readers
LESS effort by teachers to thinly "cover" large amounts of material
LESS rote memorization of facts and details
LESS stress on competition and grades
LESS use of pull-out special programs
LESS use of and reliance on standardized tests
MORE experimental, inductive, hands-on learning
MORE active learning
MORE enacting and modeling the principles of democracy in school
MORE choice for students
MORE time devoted to reading full, original, books
MORE deep study of a smaller number of topics
MORE emphasis on higher order thinking skills when learning key concepts and principles of a subject
MORE cooperative and collaborative activity
MORE delivery of special help to students in general education classrooms
MORE varied and cooperative roles for teachers, parents, administrators, and community members when teaching and evaluating student performance

SELECTION OF STUDENTS FOR INCLUSION:

Educators generally say that some students with special needs are not good candidates for inclusion. Many schools expect a fully included student to be working at or near grade level, but more fundamental requirements exist: First, being included requires that the student is able to attend school. Students that are entirely excluded from school (for example, due to long-term hospitalization), or who are educated outside of schools (for example, due to enrollment in a distance education program) cannot attempt inclusion.

Additionally, some students with special needs are poor candidates for inclusion because of their effect on other students. For example, students with severe behavioral problems, such that they represent a serious physical danger to others, are poor candidates for inclusion, because the school has a duty to provide a safe environment to all students and staff.

Finally, some students are not good candidates for inclusion because the normal activities in a general education classroom will prevent them from learning. For example, a student with severe attention difficulties or extreme sensory processing disorders might be highly distracted or distressed by the presence of other students working at their desks. Inclusion needs to be appropriate to the child's unique needs.

Most students with special needs do not fall into these extreme categories, as most students do attend school, are not violent, do not have severe sensory processing disorders, etc.

The students that are most commonly included are those with physical disabilities that have no or little effect on their academic work (diabetes mellitus, epilepsy, food allergies, paralysis), students with all types of mild disabilities, and students whose disabilities require relatively few specialized services.

Bowe says that regular inclusion, but not full inclusion, is a reasonable approach for a significant majority of students with special needs. He also says that for some students, notably those with severe autism spectrum disorders or mental retardation, as well as many who are deaf or have multiple disabilities, even regular inclusion may not offer an appropriate education. Teachers of students with autism spectrum disorders sometimes use antecedent procedures, delayed contingencies, self-management strategies, peer-mediated interventions, pivotal response training and naturalistic teaching strategies.

RELATIONSHIP TO PROGRESSIVE EDUCATION:

Some advocates of inclusion promote the adoption of progressive education practices. In the progressive education or inclusive classroom, everyone is exposed to a "rich set of activities," and each student does what he or she can do, or what he or she wishes to do and learns whatever comes from that experience. Maria Montessori's schools sometimes named as an example of inclusive education.

Inclusion requires some changes in how teachers teach, as well as changes in how students with and without special needs interact with and relate to one another. Inclusive education practices frequently rely on active learning, authentic assessment practices, applied curriculum, multi-level instructional approaches, and increased attention to diverse student needs and individualization.

ARGUMENTS FOR FULL INCLUSION:

Advocates say that even partial non-inclusion is morally unacceptable. Proponents believe that non-inclusion reduces the disabled students' social importance and that maintaining their social visibility is more important than their academic achievement. Proponents say that society accords disabled people less human dignity when they are less visible in general education classrooms. Advocates say that even if typical students are harmed academically by the full inclusion of certain special needs students, that the non-inclusion of these students would still be morally unacceptable, as advocates believe that the harm to typical students' education is always less important than the social harm caused by making people with disabilities less visible in society.

A second key argument is that everybody benefits from inclusion. Advocates say that there are many children and young people who don't fit in (or feel as though they don't), and that a school that fully includes all disabled students feels welcoming to all. Moreover, at least one author has studied the impact a diversified student body has on the general education population and has concluded that students with mental retardation who spend time among their peers show an increase in social skills and academic proficiency.

Advocates for inclusion say that the long-term effects of typical students who are included with special needs students at a very young age have a heightened sensitivity to the challenges that others face, increased empathy and compassion, and improved leadership skills, which benefits all of society.

A combination of inclusion and pull-out (partial inclusion) services has been shown to be beneficial to students with learning disabilities in the area of reading comprehension, and preferential for the special education teachers delivering the services.

Inclusive education can be beneficial to all students in a class, not just students with special needs. Some research show that inclusion helps students understand the importance of working together, and fosters a sense of tolerance and empathy among the student body.

POSITIVE EFFECTS:

There are many positive effects of inclusions where both the students with special needs along with the other students in the classroom both benefit. Research has shown positive effects for children with disabilities in areas such as reaching individualized education program (IEP) goal, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and

post school adjustments. Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with nondisabled peers.

Several studies have been done on the effects of inclusion of children with disabilities in general education classrooms. A study on inclusion compared integrated and segregated (special education only) preschool students. The study determined that children in the integrated sites progressed in social skills development while the segregated children actually regressed.

Another study shows the effect on inclusion in grades 2 to 5. The study determined that students with specific learning disabilities made some academic and affective gains at a pace comparable to that of normal achieving students. Specific learning disabilities students also showed an improvement in self-esteem and in some cases improved motivation.

CRITICISM:

Critics of full and partial inclusion include both educators, administrators and parents. Full and partial inclusion approaches neglect to acknowledge the fact most students with significant special needs require individualized instruction or highly controlled environments. Thus, general education classroom teachers often are teaching a curriculum while the special education teacher is remediating instruction at the same time. Similarly, a child with serious inattention problems may be unable to focus in a classroom that contains twenty or more active children. Although with the increase of incidence of disabilities in the student population, this is a circumstance all teachers must contend with, and is not a direct result of inclusion as a concept.

Full inclusion may in fact be a way for schools to placate parents and the general public, using the word as a phrase to garner attention for what are in fact illusive efforts to education students with special needs in the general education environment.

At least one study examined the lack of individualized services provided for students with IEPs when placed in an inclusive rather than mainstreamed environment.

Some researchers have maintained school districts neglect to prepare general education staff for students with special needs, thus preventing any achievement. Moreover, school districts often expound an inclusive philosophy for political reasons, and do away with any valuable pull-out services, all on behalf of the students who have no so say in the matter.

Inclusion is viewed by some as a practice philosophically attractive yet impractical. Studies have not corroborated the proposed advantages of full or partial inclusion. Moreover, "push in" servicing does not allow students with moderate to severe disabilities individualized instruction in a resource room, from which many show considerable benefit in both learning and emotional development.

Parents of disabled students may be cautious about placing their children in an inclusion program because of fears that the children will be ridiculed by other students, or be unable to develop regular life skills in an academic classroom.

Some argue that inclusive schools are not a cost-effective response when compared to cheaper or more effective interventions, such as special education. They argue that special education helps "fix" the special needs students by providing individualized and personalized instruction to meet their unique needs. This is to help students with special needs adjust as quickly as possible to the mainstream of the school and community. Proponents counter that students with special needs are not fully into the mainstream of student life because they are secluded to special education. Some argue that isolating students with special needs may lower their self-esteem and may reduce their ability to deal with other people. In keeping these students in separate classrooms they aren't going to see the struggles and achievements that they can make together. However, at least one study indicated mainstreaming in education has long-term benefits for students as indicated by increased test scores, where the benefit of inclusion has not yet been proved.

REFERENCES:

1.Allen, K. E.; Schwartz, I. (2000). The Exceptional Child: Inclusion in Early Childhood Education (4 ed.). Delmar Cengage Learning.
2.Scheyer et al. (1996). The Inclusive Classroom Teacher Created Materials, Inc. The Inclusive Classroom.
3.Definition of inclusion, accessed October 11, 2007. Archived 2009-10-31.
4.Bowe, Frank. (2005). Making Inclusion Work. Merrill Education/Prentice Hall.
5."Understanding Psychology Eighth Edition", Feldman, Robert S. (2008), page 309. Retrieved 2010-06-10.
6.Student teachers' attitudes toward the inclusion of children with special needs. Educational Psychology,

Hastings. R.P., & Oakford, S. (2003), page 23, 87-95
7.Mainstreaming to full inclusion: From orthogenesis to pathogenesis of an idea. International Journal of Disability, Development, and Education, Kavale, K.A. (2002), page 49, 201-214.
8.Attitudes of elementary school principals toward the inclusion of students with disabilities. Exceptional Children, Praisner, C. L. (2003), page 69, 135-145.
9.Jorgensen, C., Schuh, M., & Nisbet, J. (2005). The inclusion facilitator's guide. Baltimore: Paul H. Brookes Publishing Co.
10.Robert Holland (06/01/2002). "Vouchers Help the Learning Disabled: Lesson from 22 countries: Special-education students thrive in private schools". The Heartland Institute.
11.Cortiella, C. (2009). The State of Learning Disabilities. New York, NY: National Center for Learning Disabilities.
12.Strully, J., & Strully, C. (1996). Friendships as an educational goal: What we have learned and where we are headed. In W. Stainback & S. Stainback (Eds.), Inclusion: A guide for educators. Balitmore: Paul H. Brookes Publishing Co.
13.Carroll, Doug. "Transformation Ahead for Special Education" The Arizona Republic. 21 September 2006.
14.Simpson, Richard L.; Sonja R. de Boer (2009). Successful inclusion for students with autism: creating a complete, effective ASD inclusion program. San Francisco: Jossey-Bass. pp. 38–42.
15.Stainback, W., & Stainback, S. (1995). Controversial Issues Confronting Special Education. Allyn & Bacon.
16.Trainer, M. (1991). Differences in common: Straight talk on mental retardation, Down Syndrome, and life. Rockville, MD" Woodbine house.
17.Giangreco, M.F., Cloninger, C.J.,& Iverson, V.S.(1998). Choosing outcomes and accommodations for Children (COACH): A guide to educational planning for students with disabilities (2nd ed.). Baltimore: Paul H Brookes Plublishing Co
18.Marston, Douglas. The Journal of Special Education, Vol. 30, No. 2, 121-132 (1996)
19.Gillies, R.M. (2004). The effects of cooperative learning on junior high school students during small group learning. Learning and Instruction, 14(2),197-213.
20.Bennett, T., Deluca, D., & Bruns, D. (1997). Putting inclusion into practice: perspectives of teachers and parents. Exceptional Children, 64.
21.Sale, P., & Carey, D. (1995). The Sociometric status of students with disabilities in a full-inclusion school. Exceptional Children, 62.
22.Banerji, M., & Dailey, R. (1995). A Study of the effects of an inclusion model on students with specific learning disabilities. Journal of Learning Disabilities, 28(8), 511-522.
23.Barkley, R.A. (1998). Attention deficit hyperactivity disorders: A handbook for diagnosis and treatment (2nd ed.). New York: Guilford.

VENKATARAO PALATI
M.A. M.Ed. M.Phil. Ph.D. , Principal, Noor College of Education, Bidar (Karnataka)

Publish Research Article
International Level Multidisciplinary Research Journal
For All Subjects

Dear Sir/Mam,
    We invite unpublished Research Paper,Summary of Research Project,Theses,Books and Books Review for publication,you will be pleased to know that our journals are

Associated and Indexed

- ✍ PDOAJ
- ✍ Directory of Research Journals Researchbib
- ✍ SocioSite
- ✍ Tjdb

Frequency: Monthly
International Research Directions Journal
Review & Advisory Board :
Research Directions Journal is seeking scholars.
Those who are interested in our serving as our volunteer Editorial Review Board, Editorial Board and Advisory Board.
Call for editorial board:
All of faculties, experts and researchers are invited to join us as member of editorial board.
For applying, send your CV at researchdirection2013@gmail.com / researchdirection@yahoo.com.
We welcome you in research documentation.
Email: researchdirection2013@gmail.com / researchdirection@yahoo.com