



# Certificate Course

## Capacity Building and Professional development of Teachers and teacher Educators for Successful Implementation of Inclusiveness

Block - IV

BUILDING INCLUSIVE SCHOOL AND COMMUNITY



Inclusive Education...

NETAJI SUBHAS OPEN UNIVERSITY  
School of Education, Kolkata  
&  
Commonwealth Educational Media  
Centre for Asia, New Delhi

**Certificate Course**

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AND COMMUNITY**



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**Acknowledgement:** This is to acknowledge that the programme has been designed and developed jointly by CEMCA & NSOU.

**June 2017**

**ISBN: 978-93-82112-60-0**

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Published by: Netaji Subhas Open University, DD-26, Sector-I, Salt Lake, Kolkata  
700 064 & Printed by : Radhakrishna Printing House, Ghoshpara Bazar, Kalyani Nadia, 741235



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## **Preface**

Equity and access to quality education is a serious challenge and to face this challenge the role of teachers, the role of University and process of learning are required to be completely overhauled. The advent of new technology in the domain of information and communication has enabled us to provide quality education to the mass overcoming the distance barrier at a minimum course fee. Accordingly, the Institutions are working together to make this happen in near future.

The present endeavour of Netaji Subhas Open University (NSOU) and Commonwealth Educational Media Centre for Asia (CEMCA) is also a part of such initiative. The competent minds of these two organizations came together to start such collaborative work taking help and inputs from experts with vast experience and exposures in their respective areas of specialisation. As a platform of new initiative, both the organizations resolved to launch this academic programme with special emphasis on Inclusive Education, as this area of academic deliberation is prioritised both at the national and international levels to make the society truly inclusive in all dimensions.

The study materials, as prepared for the above Course, are segmented in blocks and units, each representing a coherent concept. It provides opportunity to break away from the 'one size fits all' system of education. Thus, the course has been made more customized, flexible and acceptable to the learners.

I sincerely believe that the Course which have been designed so meticulously will be appreciated by the learners. Hope the learners will imbibe the discourses in this innovative platform so that critical thinking and reflective ideas can be encouraged and addressed.

I take this opportunity to proffer my sincere thanks to the authorities of CEMCA for their generous financial assistance in this endeavour.

With best wishes,

Dt. June 15, 2017

Subha Sankar Sarkar

Vice-Chancellor

## ACKNOWLEDGEMENT

It is our privilege to express our heartfelt thanks to Prof Subha Sankar Sarkar. Hon'ble Vice-Chancellor, Netaji Subhas Open University. Kolkata. West Bengal and Dr. Shahid Rasool. Director. Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi, for their ardent interest, encouragement, valuable suggestions in fulfilling the tasks under this project.

We also extend our thanks to Dr. Manas Ranjan Panigrahi. Programme Officer. CEMCA, NEW Delhi for all kinds of support in completing the project.

Our special thanks go to Sri Mohan Kumar Chattopadhyay. Registrar. NSOU, Mr. R. Thyagarajan, Head Admin and Finance. CEMCA and Mr. Sachindra Chandra Kar, Finance Officer. NSOU for their constant support and help.

Our heartfelt thanks to Prof. Amitav Mishra, SoE, IGNOU, New Delhi and Prof. Pranab Kumar Biswas, Professor, STRIDE, IGNOU. New Delhi. Without their cooperation, constant encouragement, constructive criticism and wise advice it would have been impossible to complete this project.

We express our deep gratitude and thanks to the members of the expert committee, for their help and cooperation.

It is our duty to acknowledge all the officials of the Commonwealth Educational Media Centre for Asia, New Delhi and Netaji Subhas Open University, Kolkata for their help and cooperation. Our sincere thanks to Dr. Anirban Ghosh. Officer-in-Charge. School of Professional & Vocational Studies. NSOU for his relentless support.

We must concede the contribution of all content writers, editors and background minds at the SoE. NSOU for their respective efforts, expertise and untiring work in compiling the SLMs abreast with the contemporary issues and challenges in implementation of inclusiveness.



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**BLOCK – IV**  
**BUILDING INCLUSIVE SCHOOL**  
**AND COMMUNITY**

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**UNIT -1      PROMOTING INCLUSIVE PRACTICES IN  
SCHOOL (IPS)**

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**UNIT – 2      ASSISTIVE DEVICES AND TECHNOLOGIES  
(ADT)**

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**UNIT – 3      BUILDING INCLUSIVE COMMUNITY**

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**UNIT – 4      MANAGING SUPPORT FOR INCLUSION -  
COLLABORATIVE ACTION**

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# **BLOCK - IV**

## **BUILDING INCLUSIVE SCHOOL AND COMMUNITY**

### **Broad Objectives:**

**After the Completion of this module, you will be able to -**

- plan positive environment in the school and community for inclusive practices;
- denote community resources and participation to promote inclusion at wider level;
- identify various types of assistive devices and technologies for various disabilities; and
- organize the support services required from external sources to strengthen inclusion in the school.



# **BLOCK - IV**

## **BUILDING INCLUSIVE SCHOOL AND COMMUNITY**

### **INTRODUCTION**

#### **Learners,**

Through this Block-IV of the course, you are introduced to planning and building an inclusive school and community. This block delves deep into the inclusive practices in the community in general and school in the particular. To achieve this, the discourse will enable you to identify various types of assistive devices and technologies for various disabilities in order to strengthen inclusion in school.

The block comprises of four Units.

- The first unit delineates a practice of inclusive environment in the school and community i.e. the whole school approach (WSA)
- The second denotes community resources as well as participation to sensitize inclusion at wider level.
- The third unit gives a clear comprehension of the various types of assistive devices and technologies to cater various disabilities.
- The fourth unit summaries the planning of support services outside the school emphasizing collaborative action thereby managing support for inclusion.

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# **UNIT- I: PROMOTING INCLUSIVE PRACTICES IN SCHOOLS (IPS)**

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## ***Structure***

- 1.0. Introduction
- 1.1. Objectives
- 1.2. Whole School Approach (WSA)
  - 1.2.1. Concept of WSA in Inclusive Education
  - 1.2.2. Need for WSA
- 1.3. Developing Inclusive Policy of the School
- 1.4. Developing an Inclusive Culture
- 1.5. School Development and accountability
  - 1.5.1. Peer Sensitization and Peer Buddy Programme
  - 1.5.2. Professional Development of Teachers and Staff towards Inclusive Education
  - 1.5.3. Student Support Team
  - 1.5.4. Organizing Resource Room Services
- 1.6. Let Us Sum Up
- 1.7. Answers to Self-Assessment Questions (SAQ)
- 1.8. References
- 1.9. Unit End Exercises

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## **1.0. Introduction**

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You will agree with me that diversity is the basic feature of a classroom. Since there exists numerous difference among the learners with respect to their abilities like intelligence, thinking abilities, beliefs etc as well as their family and social background. Under such circumstances, the task of the teacher becomes extremely tough as it is difficult to teach in a way that caters to individual needs of the learners constituting a sweeping diversity in the class. Therefore, the question of an appropriate method emerges as a significant one. What method the teacher will adopt to manage a diverse class properly is a very important issue. As a teacher you should have knowledge about the diversity of classrooms.

In this unit, you would be acquainted with the concept of whole school approach (WSA). This approach of schooling is to some extent different from traditional type of schooling in respect to the overall caring of the learners. Ultimate motto of this approach is not only conducting the teaching-learning process but to take whole responsibility of the learners. This approach is very effective in inclusive education. Inclusive education means total inclusion of children in education with their diverse abilities and diverse background (that is, both gifted and disabled) in all aspects of schooling that other children are able to access and enjoy. It involves 'regular' schools and classrooms genuinely adapting and changing to meet the needs of all children as well as celebrating and valuing differences (Loreman and Deppler, 2001). In order to meet the criteria of the inclusion the present school set up needs to be changed in terms of its policy, culture, professional development of teachers and other staff, organize resource room services, student support team, new programme like peer sensitization and peer buddy as well as development and accountability of school.

In this unit, the above mentioned concepts will be discussed in an easiest way through symbols, examples and with the help of self-assessment questions.

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## 1.1 Objectives

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**Upon completion of the unit, you will be able to -**

- ❖ describe whole school approach and the role of each functionary in the school to promote inclusion;
- ❖ explain access with learner-friendly approach and encourage in participation in variety of activities in the school;
- ❖ list out the steps to be taken to sensitize parents and peers to support diverse learners; and
- ❖ assess inclusive practices in schools to understand the gap for taking necessary measures.

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## 1.2. Whole School Approach (WSA)

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A whole school approach is cohesive, collective and collaborative action in and by a school community that has been strategically constructed to improve student learning, behaviour and wellbeing, and the conditions that support these. (Ref: Whole School Approach, 2009)

A whole-school approach recognises that all aspects of the school community can provide impact upon students' health and wellbeing, and that learning and wellbeing are inextricably linked. The whole school approach means friendly school approach where support is given to the learner not only for their formal classroom teaching and learning but throughout all aspects of well-being of a learner. Whole school approach is necessary for sustainable behavioural changes and it is an integrated, holistic and strategic approach.

The following are the important elements of Whole School Approach (WSA):

### **I. Infrastructural Facilities**

Proper infrastructural facilities is very important in the whole school approach such as classroom with proper light and provision for sufficient accommodation, washroom

facilities connected through ramp and western type toileting system, sufficient organizational support, learner-friendly building etc.

## **II. Learner-Friendly school culture**

It means less institutional rigidity for a learner in the aspects of relationship and interconnectedness. Learner's safety and security are given the priority. Any kind of discriminations is avoided. The positive relationship and behaviour among learners are constantly appreciated and encouraged. The learner-friendly environment is created through the practices of collaborations and positive attitude of togetherness.

## **III. Policies and guidelines**

Policies and guidelines are framed keeping in mind of the whole school ethos which helps the school community to perform their respective roles and responsibilities smoothly. Proper communication and understanding are maintained among all the stakeholders. Throughout the year, academic activities such as class routine, teaching strategies, evaluation etc. are properly carried out as per the action plan.

## **IV. Creative school structures and learning opportunities**

Various kinds of facilities such as learning toys, assistive devices, technologies, and equipments are used to facilitate the opportunities of learning.

## **V. Proficiencies and competencies of staff**

Professional competencies are very important in the whole school approach (WSA). Well being of the learner's health is the prime issue with their learning. Different types of specialist such as autism coaches, therapists including occupational therapist, speech therapists, speech pathologists and psychologists etc. play important roles.

## **VI. Collaboration of school with parents and outside agencies**

A whole school approach (WSA) focuses on the roles and responsibilities of not only the school but also of parents, NGOs as well as every member of the society, if needed. However, a planned collaboration is important. Maltreatment, discrimination and such

kinds of negative activities can be reduced through the collaboration of social agencies, parents and the school.

(Source: <http://friendlyschools.com.au/fsp/information/whole-school-approach-info/>)

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### **1.2.1. Concept of Whole School Approach in Inclusive Education**

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Whole School Approach entails three inter-connected dimensions of an inclusive school namely:

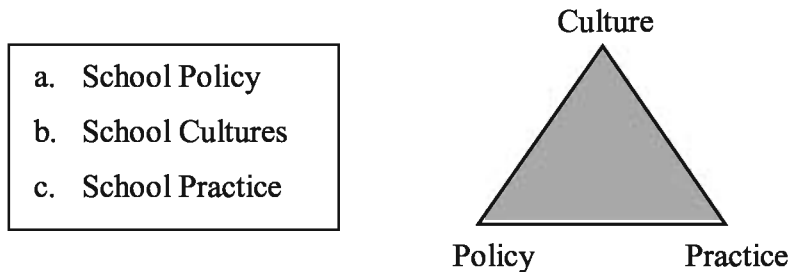


Fig: The above figure indicates the inter-connected dimensions of WSA

### **Whole School Consensus (WSC)**

All staff of the school should acknowledge the responsibility of establishing an inclusive environment to cater the needs of all students.

#### **(i) Curriculum accommodation**

WSC suggests us that curriculum should be framed keeping in mind of the learner's ability. The school curriculum can be adopted, and expanded in such a way that the learners with different needs may be benefited.

#### **(ii) Differentiated teaching**

Diversified teaching techniques and assistive equipments are very important to cater for students with diverse learning needs. Due to the advancement of information and communication technology there are many modern types of equipment for teaching that are within the reach, it just needs to organize them as per requirement of the diverse learners.

### **(iii) Peer support**

It is very important element for learning because learner feels comfortable to learn with their peer. Therefore, Learning groups, peer tutoring and circles of friends may be organized strategically.

### **(iv) Teacher collaboration**

Teacher's mind set and attitude are very important for proper inclusion. Due to maximum attachment and direct involvement with the learner teachers play a crucial role in shaping the behaviour of the diverse learners. Teacher cooperation, joined initiatives for curriculum planning, curriculum transaction, assessment procedure as well as research activities etc. are very important in Whole School Approach (WSA). Teachers work together and support each other in this approach.

### **(v) Classroom support**

A suitable learning environment is very important for learning since learning may not take place as desired by whole School Approach (WSA). Therefore, special educators collaborate with regular teachers in improving the learning environment, like arranging team teaching for the benefit of all students. Making seating arrangement and providing required facilities such as sufficient light, teaching aids, necessary modern equipment etc., should be provided as demanded by the learners differently abled so that the diverse learners can make their learning as well.

**Besides the above discussion, there are some key ideas of classroom support as suggested by Whole School Approach (WSA) such as:**

#### **(a) Physical layout of the inclusive classroom**

The primary consideration in an inclusive classroom is the physical layout of the room. All children must be able to access a classroom in order to be involved in learning activities with the rest of the class. Access to the classroom is the most significant prerequisite to learning in an inclusive environment. It is the responsibility of the

classroom teacher to ensure that children are able to access the classroom and that any required modifications to infrastructures are clearly communicated to the appropriate person in the school.

**(b) Classrooms seating plan**

There are many ways of organizing how children are seated and grouped for learning in the classroom.

Mohr (1995) suggests teacher's consideration of the following points when arranging inclusive seating for children with disabilities:

i.	Provide preferential seating
ii.	Seat near a study buddy
iii.	Place away from distractions
iv.	Use study carrels or quite areas
v.	Match work area to learning styles
vi.	Keep desk free from extraneous materials
vii.	Ensure barriers free access
viii.	Provide adequate space for movement
ix.	Allow for flexible grouping arrangements

**(c) Classrooms procedures**

Apart from structuring the classroom, good teachers generally have established procedures that are clearly communicated to all children in a class.

**i. Child's tasks**

In most classrooms there are established tasks that children must perform to ensure the smooth running of a class.

**ii. Emergency plans**

Inclusive schools and classrooms should have a clearly set out and understood contingency plan for emergencies. Inclusive schools must practice these emergency procedures on a regular basis. For example, children with visual impairments may needs



to be led out of a school building. Children in wheelchairs or with mobility difficulties may need special arrangements put in place to assist them to leave a building safely and quickly.

**(d) Substitute teacher plans**

Almost every teacher will miss the days of work through illness at some point in their career. In the inclusive classroom it is important that any absences are planned for in advance. Like it or not, illness often hits us when we least expect it, so a well-constructed plan for the teacher who will replace you will assist your classroom to remain inclusive even when you are not there.

**(e) Feeding children who requires special assistance**

Some children with disabilities may require assistance with eating. As with any area of personal care, teachers and paraprofessionals should ensure that a feeding routine is developed that respects the personal dignity and choices of the students. Steps should also be taken to ensure that snack and meal times take place in an inclusive environment.

**(f) Toileting children who needs special assistance**

Some children with disabilities require help with toileting. This is usually the result of a physical condition or an intellectual disability that has resulted in the student being delayed in toilet training (Boswell and Gray, 1998).

**(g) Assessment accommodation**

Assessment method is adapted to facilitate students' demonstration for their learning outcome. Whole School Approach(WSA) adopts such kind of assessment policies which encourage students' performance rather than hindrance and fear.

**Self- Assessment Questions**

Answer the following question within 40 words.

**Q. 1.** What is meant by whole school?

**Q.2.** What is meant by teacher collaboration?

Please check your answer with the answer given at the end of the unit.

### **1.2.1. Case study:**

Haru's mother is concerned about her 9 years old son. He is often being bullied at his school by the peer group and thus he seems to have no friends in the school. She believed Haru is gifted and that because of his advanced thinking level he finds classroom activities boring. She blamed the school for not providing sufficient space for Haru according to his mentality. His teachers are less bothered about Haru. Both the teachers and peer groups mostly think Haru is odd. Even in his locality, children of his age group often avoid Haru as he cannot participate in the team activities. In the family also he rarely speaks with his father but comfortable with his mother. The teachers have no clue about his behaviour and attitude. Haru may be referred for psychological assessment and counselling for normal development.

### **Inclusive policy**

"An educationally inclusive school is one in which the learning and teaching achievement, attitude and well-being of every young person matters. Effective schools are educationally inclusive schools. This shows that not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties" (OFSTED, 2000)

### **Inclusive culture**

Establishing inclusive values in the school is the key to success, for, example:

- a) Everyone in the school is valued and students' understanding of and respect for individual differences can be promoted through programmes.
- b) Teaching staff appreciate students' capabilities from different perspectives and do not expect all students to follow one single learning style or to attain the same academic level.
- c) Teaching staff believe that every student has unique potential and the school should provide room for the students to develop their multiple intelligence.

Successful schools have demonstrated that the key is to foster school staff's care and love for students. Some schools through moral and civic education programmes. They can organize workshop with the Parent-Teacher Associations to promote a caring school ethos.

### **Inclusive practices**

Flexible deployment of various resources and co-ordination of the t - tier support model is served to facilitate early identification and early support for students according to their special educational needs:

Table: Catering for Student Differences – Indicators for Inclusion

<b>Area</b>	<b>Performance Indicator</b>	<b>Examples of Inclusive Culture, Policies and Practices</b>
<b>Domain I Management and Organization</b>		
1. School Management	1.1 Planning	<ul style="list-style-type: none"> <li>• Setting up a Student Support Team (SST)</li> <li>• Adopting the Whole School Approach (WSA) to cater for student diversity</li> </ul>
	1.2.Implementation	<ul style="list-style-type: none"> <li>• Keeping a register of students with SEN</li> <li>• Assigning duties to member of the SST</li> <li>• coordinating all support measures by the SST</li> <li>• Using flexibly various grants, e.g. capacity enhancement grant, student guidance grants and learning support grant etc.</li> <li>• Setting up a resource library and a catalogue of resources</li> </ul>
	1.3 Evaluation	<ul style="list-style-type: none"> <li>• Evaluating the school's effectiveness in catering for student diversity</li> </ul>
2. Professional Leadership	2.1 Leadership & Monitoring	<ul style="list-style-type: none"> <li>• Including "Catering for Student Diversity" as one of the school development goals</li> </ul>
	2.2 Collaboration & Support	<ul style="list-style-type: none"> <li>• Scheduling regular SST meetings</li> <li>• Collaborating with relevant professionals</li> </ul>

	2.3. Professional Development	<ul style="list-style-type: none"> <li>• Arranging teachers to attend special education courses systematically</li> <li>• Arranging peer lesson observation and joint lesson preparation by teachers</li> </ul>
<b>Domain II Learning &amp; Teaching</b>		
3. Curriculum and Assessment	3.1 Curriculum organization	<ul style="list-style-type: none"> <li>• Catering for diversity by organizing group teaching and designing individual education plan etc.</li> </ul>
	3.2 Curriculum Implementation	<ul style="list-style-type: none"> <li>• Arranging curriculum accommodation, joint lesson preparation etc.</li> </ul>
	3.3 Performance Assessment	<ul style="list-style-type: none"> <li>• Providing assessment accommodation</li> </ul>
	3.4 Curriculum Evaluation	<ul style="list-style-type: none"> <li>• Modifying teaching according to the diverse needs of students</li> <li>• Evaluating individual education plans</li> </ul>
4. Student Learning & Teaching	4.1. Learning Process	<ul style="list-style-type: none"> <li>• Training student's study skills and habit</li> </ul>
	4.2. Learning Performance	<ul style="list-style-type: none"> <li>• Keeping student progress records</li> <li>• Keeping individuals' education plan records</li> <li>• Developing student's multiple intelligence</li> </ul>
	4.3. Teaching Organization	<ul style="list-style-type: none"> <li>• Arranging collaborative learning &amp; peer tutoring</li> </ul>
	4.4. Teaching Process	<ul style="list-style-type: none"> <li>• Carrying out collaborative teaching; adopting a multi – sensory approach to teaching etc.</li> </ul>
	4.5. Feedback & Follow up	<ul style="list-style-type: none"> <li>• Encouraging independent learning through evaluating the learning process with students.</li> <li>• Encouraging parents to train students at home</li> <li>• Encouraging student's positive behaviour and enhancing learning motivation through award schemes</li> </ul>

<b>Domain III Student Support and School Ethos</b>		
5. Student Support	5.1 Support for student development	<ul style="list-style-type: none"> <li>• Cultivating a caring school culture; organizing peer support programmes, etc.</li> <li>• Facilitating the participation of students with different abilities for development of their potentials</li> <li>• Organizing activities to enhance students' awareness and respect for individual differences</li> <li>• Identifying the SEN of new students as early as possible</li> </ul>
	5.2 School Climate	<ul style="list-style-type: none"> <li>• Training of student ambassadors and peer tutors</li> <li>• Organizing pastoral care activities or training young leaders in promoting inclusive school ethos</li> </ul>
6. Partnership	6.1 Home School Cooperation	<ul style="list-style-type: none"> <li>• Inviting parents to IEP meetings; organizing parent-volunteers activities</li> </ul>
	6.2 Links with External Organization	<ul style="list-style-type: none"> <li>• Seeking professional support and community resources if necessary</li> </ul>
<b>Domain IV Student Performance</b>		
7. Attitude and Behaviour	7.1.Affective Development and Attitude	<ul style="list-style-type: none"> <li>• Enhancing students' positive self-image</li> </ul>
	7.2.Social Development	<ul style="list-style-type: none"> <li>• Learning social skills through participation in 'circle of friends'</li> </ul>
8.Participation & Achievement	8.1.Academic performance	<ul style="list-style-type: none"> <li>• Enhancing students' learning motivation</li> </ul>
	Non-academic Performance	<ul style="list-style-type: none"> <li>• Enhancing students' self- esteem and confidence</li> </ul>

(Source: adopted from “Catering for Students Differences Indicators for Inclusion” was prepared by EDB with reference to UK’s experience in developing inclusive culture, policies, and practices at schools, and edited according to the four domains of the Hong Kong Quality Assurance Framework)

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### **1.2.2. Need for Whole School Approach (WSA)**

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In order to make total inclusion of all children and young people whatever their abilities or learning needs might be beneficial for schools to adopt a whole school approach(WSA): to teaching and learning. A whole school approach (WSA) focuses on the responsibilities of every member of the school community to ensure all students have the opportunity to maximise their learning experience. This includes all school staff, parents/caregivers and community members.

Each student needs to understand the school ethos, expectations, and rules of behaviour. This is particularly true of children and young people with different type of disabilities.

Supporting and creating a successful learning environment and involving students with different types of disabilities in the learning process, need careful planning and implementation, as well as engagement from stakeholders across the school community and outside agencies.

#### **Guidance: Following policy related guidance is very important**

- a) A proactive systems approach
- b) A plan to establish a school environment that supports long term practices
- c) Consistent support implemented by whole school community
- d) Peer and school community education and awareness
- e) Environment
- f) Direct specialist
- g) Creative school structures and learning opportunities
- h) WSA is the need of the hour for creating an inclusive set up on the basis of above mentioned dimensions.

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### **1.3. Developing Inclusive Policy of the School**

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For proper inclusion, policy making and its proper implementation is very important. The following endeavours on the part of the school may help:

- a) The administration must be aware of inherent factors within the school that may hamper the success of the programme.
- b) Shortage of teaching staff, possibility of resistance from parents, acute shortage of funds, poor administrative control and lack of infrastructure in the school, are likely to pose impediments in setting up of the programme. It is important to rule out these factors or to resolve these issues at the outset.
- c) Another important issue is support of all teaching and administrative staff for effective programme implementation.

**Inclusive policy of the school depends on the following elements such as:**

#### **i) Preparing the Teachers**

Small group meetings with teachers may be held where the administrator presents the programme in a formal manner. Free expression of ideas and apprehensions should be permitted during such meetings to allow teachers to clarify their doubts and seek appropriate answers.

#### **ii) Preparing the Children**

Constant reinforcement is necessary for children to truly appreciate and respect diverse needs of children with different abilities. Story-telling, role-playing, informal discussions in class and sharing of experiences by children attending the programme are some steps that the school may consider to undertake. Teachers must present information to the children in a factual manner and the programme should be projected as integral to the school.

### iii) Preparing the Parents

Parents of all the children in the school must undergo orientation and sensitization to ensure their full cooperation. Interaction with experts, meeting with administrative heads and teachers should be used to educate parents about the need for such a programme.

### iv) Infrastructure

Based on the type of disabilities the school is likely to admit, the school must make some basic infrastructural changes. Building of ramps, railings, disability-friendly toilets, and magnified sign boards may be some of these

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## 1.4. Developing Inclusive Culture

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An inclusive culture involves the full and successful integration of diverse learners into a school premise. While an inclusive culture certainly encompasses a commitment to a learning diversity, it is not limited simply to basic representation; it indicates a climate in which respect, equity, and positive recognition of differences are all cultivated, and the social and institutional response to disability poses no barrier to a positive learning experience. Additionally, inclusive cultures extend beyond basic or token presence of a learner who has disabilities.

**They encompass both formal and informal policies and practices, and involve several core values such as –**

- a. **Representation:** The presence of people with disabilities across, arrange of basic roles, and leadership positions.
- b. **Receptivity:** Respect for differences.
- c. **Fairness:** Equitable access to all resources, opportunities, networks, and decision-making processes.

When learners with disabilities experience the benefits of an inclusive culture, they are likely to be more satisfied with the learning. In addition, a disability-inclusive culture



often will provide positive results for overall learner satisfaction and outcome of learning with and without disabilities.

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## **1.5. School Development and Accountability**

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Under the school development & accountability framework, the school management is responsible for leading the staff in the planning, implementation, monitoring and evaluation of the support measures.

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### **1.5.1. Peer Sensitization and Peer Buddy Programme**

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It is the proven fact that learners feel good with their peer. Even a peer or class mate can help more in the learning. However, in the planned way a programme is organized for the learning by the peer for the peer. This is called peer buddy programme. A hearing impaired child can help a blind child by pairing with him or her because a blind cannot see but can hear thereby he/she can help the other in various activities and vice versa therefore both can be benefited. As a teacher you can help them in making pair so that they can help each other in their academic areas.

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### **1.5.2. Professional Development of Teachers and Staff towards Inclusive Education.**

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There is a big difference to work in the field of general education and the education of the children with disabilities. It is not possible to work in the field of special education without Comprehensive training and proficiencies. Various challenges are there in the field of learning of differently abled. There are multiple types of disabilities so teacher and others those who are associated with the inclusive set up should have knowledge about the variety of problems. However, professional development of teachers, staff and parents are indispensable part of inclusive ethos.

**There are the areas where professional competencies need development, such as:**

- I Stakeholders should be aware about the philosophy and ethos of inclusion which modifies their attitude to be positive to accept learners with diverse needs.

- II School management committee should have knowledge about the school development plan, policies and measures that can help to incorporate special education needs.
- III Teachers should have expertise about the different instructional design such as how to implement Individualized Educational Programme (IEP) etc.
- IV Head of schools and other teachers must have knowledge about enhancing the collaboration of the students support team members, conducting meeting on regular basis, using screening tools for early identification of learner's learning difficulties and needs for support etc.
- V Teachers, other staff (e.g. student councillor), and parents must have skills about measuring the learner's progress against the success criteria and know about the diversified teaching approaches.

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### **1.5.3. Student support team**

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Teachers always confront with a variety of challenges when children come to the classroom with diverse needs. They need constant support and assistance. So, various kinds of strategies and policies may be adopted for the learning of children with disabilities. Student Support Team(SST) is one such strategy for constant support and assistance of the learner. The SST is a school-based problem-solving team composed primarily of general educators who provide support to teachers to improve the quality of the general education programme and reduce the underachievement of learner. The SST is as like as think-tank, a peer support group, or a forum for structure and routine focus on addressing learner needs.

The SST has vital role to play like: -

- I. Enable teachers to teach students more effectively;
- II. Enable students to acquire academic and social competencies, achieve standards, become independent learner for life; and
- III. Create a collective culture among all staff.

(Source: [https://www.dodea.edu/Curriculum/specialEduc/upload/DoDEA\\_SST.pdf](https://www.dodea.edu/Curriculum/specialEduc/upload/DoDEA_SST.pdf))

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#### **1.5.4. Organizing resource room services**

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Resource rooms are learning spaces where a special education teacher instructs and assists students identified with a disability. These classrooms are staffed by special education teachers and sometimes paraprofessionals. The number of students in a resource room at a specific time varies, but typically consists of at most five students per instructor. Mainstreaming in education typically includes this service to students with special needs. These students receive special instruction in an individualized or group setting for a portion of the day. Individual needs supported in resource rooms as defined by the student's Individualized Education Programme (IEP). The student getting this type of support will receive some in the resource room, which is referred to as a "removal from the regular education environment" portion of the day and sometime in the regular classroom with modifications and / or accommodations which may include specialized instruction with their non-impaired peer. Special education support within the regular education setting is part of the "inclusion model".

(Source: [https://en.wikipedia.org/wiki/Resource\\_room#Overview](https://en.wikipedia.org/wiki/Resource_room#Overview))

#### **Self-Assessment Questions**

Answer the following questions.

**Q. 3.** Write the full form of IEP.

**Q.4.** Write the full form of SST.

Please check your answer with the answer given at the end of the unit.

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#### **1.6. Let us sum up**

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Inclusion of the children from diverse background is the challenge for entire world. This is also an agenda of Education for All(EFA) led by UN. In order to achieve this goal the concept of Whole School Approach is very much friendly. This approach of schooling is very effective for children with special needs because the whole school approach is cohesive, collective and collaborative in action and by a school community that has been

strategically constructed to improve student learning, behaviour and well-being, and the conditions that support these. These conditions signify the extended form of each element connected with the school system like curriculum accommodation, teaching component, peer support, teacher collaboration, classroom support, physical layout of the classroom, classroom seating plans, classroom procedure etc. with the development of the infrastructural facilities, developing inclusive policy of the school is also important like, allocation of fund for sufficient resources, time management, proper communication with the prescribed nodal agencies, policy for arranging training etc.

Institutional culture as well as institutional environment is another important element of inclusion. Inclusive culture involves learner, staff, teacher and administrators with their full integration and positive attitude. Inclusive environment is learner friendly environment where learners can learn with their full potentialities. The assistance is given to the learner on individual basis as their needs and demands. However, the Student Support Team (SST) is formed with variety of specialization. Along with the SST Resource Room Services are organized with necessary resources and equipments. These entire above discussed concept has been given systematically in this unit and at the end of the unit so many activities has been given for gaining further practical knowledge.

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### **1.7. Answers to Self -Assessment Questions (SAQ)**

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- 1.** Whole school means friendly school where learner well being is the prime concern.
- 2** Teachers of various subjects come together and make comprehensive effort for any kind of problem faced by the students.
- 3.** Individualized Education Programme.
- 4.** Student Support Team.

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## 1.8. References

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## 1.9. Unit End Exercises

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- i. What do you mean by friendly school?
- ii. What is inclusion?
- iii. What is social inclusion?
- iv. What do you think about inclusion in education?
- v. What is peer buddy programme?
- vi. What is mainstreaming?
- vii. Write any two functions of Student Support Team (SST).
- viii. Write any two component of whole school approach.
- ix. Why teacher's role is very important in the process of collaboration?

## **Reflective Exercises**

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### **Activity 1.2.1**

The psychological assessment report indicated that Haru's test performance was at average to advanced levels of cognitive development, but his verbal abilities were substantially higher than his non-verbal abilities. It was also noted that Haru had some difficulties in solving socially meaningful problems. Based on these results and in conjunction with the background information provided by Haru's mother and teacher, further assessment of his social competence was recommended.

As a teacher what do you think about Haru's problem and how can you solve it?

### **Activity 1.5.1**

In your school you can encourage students for making peer & you can also announce a best award for their best performance in academic and other productive activities.

### **Activity 1.5.3**

What kind of problems is faced by your learners in their learning activities? Ask them and tell them to make a list of problems. Arrange all problems in a systematic manner. Try to solve all problems with the help of support team.

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## **UNIT- II: ASSISTIVE DEVICES AND TECHNOLOGIES**

### **(ADT)**

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### ***Structure***

- 2.0. Introduction
- 2.1 Objectives
- 2.2. Assistive Devices
  - 2.2.1. Learners with Visual Impairment
  - 2.2.2. Learners with Low Vision
  - 2.2.3. Learners with Hearing Impairment
  - 2.2.4. Learners Having Difficulty in Moving and Motor Functions
  - 2.2.5. Learners Having Difficulty in Communication
- 2.3. Agencies for Assistive Devices: Procurement and Maintenance
  - 2.3.1. District Disability Rehabilitation Centre
  - 2.3.2. Composite Regional Centre
  - 2.3.3. National Institute for Empowerment of Persons with Multiple Disabilities
  - 2.3.4. ALIMCO
  - 2.3.5. Local Agencies
- 2.4. Managing Assistive Devices
  - 2.4.1. Role of Parents in Managing Assistive Devices
  - 2.4.2. Role of School in Managing Assistive Devices
- 2.5. Let Us Sum up
- 2.6. Answers to Self-Assessment Questions
- 2.7. References
- 2.8. Unit End Exercises

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## **2.0. Introduction**

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You will be acquainted with me in respect to the influence of modern advancement and technological innovations in every sphere of inclusive education. As a result, any kind of difficulties faced by special need people can be supported systematically with the help of modern advancement and scientifically innovative ways. In the light of this, the life of differently able can be more trouble free in the same manner. The primary focus of this preview is to maintain or improve an individual's functioning and self-sufficiency to facilitate social participation in spite of limitation with disability. Providing inclusive education, life skill training and social participation of the person with disability are the challenges and prime priority of the society.

In this regards, different types of modern equipments and technologies have been invented and developed in order to make the life of a person with disability (PWD) more easy and comfortable. In this unit, the description and specific functioning of different types of assistive devices and technologies will be discussed in order to address the various problem faced by the PWD. The initiatives taken for the learning of the disabled with the help of assistive devices and technologies will also be discussed.

You are well known with the term 'Braille' and also know the function of Braille. In this unit, for the learning of learner with low vision and visually impaired with the Braille including other important devices will be discussed. In the same way the devices and technologies for learner with Hearing Impaired, locomotors disability and learner difficulty in communication will be discussed.

For the procurement and maintenance of assistive devices and technologies, the nodal agencies play an important role. There should have proper co-ordination among the parents, resource persons, local agencies, DDRC, CRC, NIEPMD and ALIMCO for any kind of assistance regarding assistive devices and technologies. The role and responsibilities of above agencies will be discussed in this unit.



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## 2.1 Objectives

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Upon Completion of the unit, you will be able to -

- ❖ describe the functions of each assistive devices and their maintenance;
- ❖ identify various technologies for assisting learners with disabilities; and
- ❖ identify resources for procurement and maintenance of assistive devices.

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## 2.2. Assistive Devices

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Any adaptive device or service that increases participation, achievement or independence for a learner with a disability may be considered assistive technology (AT). Assistive technology helps learners who are differently able increase their access to the general curriculum and improve their academic performance. It is important to thoughtfully consider what devices, tools and technologies will be appropriate to meet the learner's individual and unique learning needs. Assistive devices should not give learners an unfair advantage, but instead, should provide them the independence to compete effectively with peers in the school.

### Self-Assessment Questions

Answer the following question within 40 words:

**Q. 1.** Write two uses of assistive technology in the learning of differently able learners.

Please check your answer with the answer given at the end of the unit.

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### 2.2.1. Learners with Visual Impairment

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You have already been informed in the previous Blocks that without significant assistance, children with visual impairments may have difficulty in using their vision as a primary channel for learning. You also have heard about the learning of Helen Keller. Braille was the basic device for her learning. Learning of the visually impaired (VI) in the 21st century should be with more modern means of technology and devices.

No single solution for access to technology is appropriate for every learner with VI. Even learners with the same visual loss may require instruction with different types of assistive technology based upon their unique needs. Specifically, learners with visual impairments may require assistive technology which may focus upon (a) speech access, (b) Braille access, (c) print access, (d) tactile communication access, or (e) any combination of these access modes. Children with visually impaired (VI) face difficulty in moving, reading, writing, interacting, understanding, reacting etc. So, as a teacher you need to understand their problems and introduce them with various kinds of modern devices and technologies in order to reduce their difficulty in learning.

**Table 2.2.1: Assistive devices and technologies for learners with visually impaired (VI)**

<b>Names of The assistive devices &amp; technologies</b>	<b>Functions</b>
<i><b>Tactile key-boarding instruction</b></i>	Tactile keyboarding instruction is the foundation of technological instruction. Typing without looking at the keys improves learners speed, accuracy and also minimizes the need for the learning to shift their gadget between the source, screen, and keyboard.
<i><b>Braille code</b></i>	Braille code is a system of raised dots arranged in cells. The number and positions of the raised dots represents a particular letter, word, number, or symbol. For reading and writing of language arts the Braille that is used is known as literally Braille. Mostly in school two standardized grades, (grades I & II) are used in literally Braille.
<i><b>Word processing shortcut</b></i>	These are a kind of shortcuts in computer with a Win Logo Key on the key board which provides reference to instruct a VI learner. Learners can be instructed in using

	windows key strokes for needed applications and use word processing software to complete written assignments.
<b><i>Audio books</i></b>	Auditory books are very effective tool for learners who are blind or visually impaired though it cannot replace instruction in reading, print and / or Braille. It is helpful in reading long passages. Pairing of books (Braille) with audio supported learning fruitful strategy to build listening skills.
<b><i>iPods as instructional tool</i></b>	This wonderful device can be used for accessing information, music, videos, books etc., for the learner with visual impairment.
<b><i>Note taker instruction</i></b>	This is a kind of electronic Braille note taking device. It is a small and portable device. Notes may be taken by using a Braille (featuring six large keys that correspond to the six dots in the Braille cell), standard (QWERTY) keyboard, or both.
<b><i>Video magnifier instruction</i></b>	This tool is a best option when a learner needs greater magnification while reading print material. The video magnifier allows access to regular print materials with an ability to enlarge and write on work sheets.

### Self-assessment Question

**Q. 2.** Fill in the blanks with appropriate words given below.

S.L. No	Assistive Devices	Functions
1	Keyboarding Instruction	

2	Braille Code	
3	Video Magnifier Instruction	
4	Audio Books	
5	Note Taker Instruction	

(a) Audio supported learning, (b) Magnification & contrast enhancement, (c) Typing without looking at the keys, (d) Electronic Braille, e) The number and position of the raised dots represents a letter, word, number, or symbol.

Please check your answer with the answer given at the end of the unit.

Teacher can suggest a particular device for children with low vision. So, identification of them is very important. There are children who may not report any vision related problems because they have had limited or low vision since birth and they assume it to be their normal vision.

**The written work of such children can provide vital clues to an alert teacher who can use the following checklist:**

- a Poor positioning of words on lines
- b Spelling errors while copying from board
- c Moving between lines while writing and reading.
- d Bumping into furniture while moving in the class.
- e Holding the book very close to eyes while reading.
- f While doing activities, feeling for small objects and not picking up directly.
- g Tilting head while reading or copying from board or writing.

If the teacher sees these features for a period of three or four month, in that situation teacher can refer the child for detailed eye check-up to determine the problem. After confirmation of the specific problem, the devices or technologies may be suggested.



**Figure: 2.2.2. Various kinds of devices for the learner with low vision**

(Source: [Http://www.teachingvisuallyimpaired.com/orientation-mobility.html](http://www.teachingvisuallyimpaired.com/orientation-mobility.html))

Visual impairment ranges from "low vision" a term grouping together moderate and severe visual impairment as per International Classification of Diseases (ICD) to blindness. Visual impairment can be the result of an injury to the eye or a number of eye-related conditions, such as age-related muscular degeneration, glaucoma and diabetic retinopathy. It can also be hereditary or caused by brain and nerve disorders.

**Magnification** - There are four types of magnification: relative-size (large format, bigger manipulative), relative-distance (material presented closer to the student), angular (lens-based magnifiers), and projection (camera-based electronic magnifying devices).

**Specialized lighting** - Lamps and lights with various types of illumination may enhance the visibility of the working surface. Material positioning devices-page holders, book holders, or book stands, and slant boards enable better positioning of the material to decrease distance, angle or glare.

**Audio support** - Software or hardware gives information through auditory channel in addition to the primary channel whether it may be visual or tactile. Text-to-speech software converts digital text into audio. It is implemented in talking programs, like word processors, or is part of read aloud imported text.

**Portable reading devices** - Hardware supports various formats of audio text. Information may be stored either as audio files on media cards, or as soundtracks on CDs.

**Large key calculators** - Oversized numbers to accommodate vision needs.

**Audio graphic calculator** - Software and hardware give VI learners an auditory access to graphing capability. Large print keyboard stickers in order to make the keyboard labels more visible stickers with large print characters can be used. They come in two colour versions white on black, or black on white. Built-in magnifier (PC), Zoom (Mac) computer operating systems come with magnification accessibility features. Third party magnification software is a full-fledged application that increases the size of screen content. High contrast (20/20) pen is a simple writing tool that makes letters more visible due to the high contrast ink. Third party combo magnification and screen reading software combines features of screen magnifying software and speech output software giving dual-mode access to computer information. Hardware screen magnifiers monitor-mounted screens with magnifying screen used less than software magnifier.

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### **2.2.3. Learners with Hearing Impairment (HI)**

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Hearing loss, or deafness, can be congenital. It can also be resulted from disease (e.g. ear infections and meningitis), trauma, the side-effects of certain medicines, long-term exposure to loud noise, and ageing.

A HI person's ability to hear can be improved with the use of hearing aids and for deaf or profoundly HI people who cannot use ordinary hearing aids, in such case, ear implants may be used. The most commonly used type of ear implant is the 'cochlear implant', an electronic device that transforms acoustic information into an electrical signal, which is then delivered directly to the auditory nerve. It consists of an internal part made up of a transmitter surgically implanted into the bone surrounding the ear (temporal bone), with an electrode array positioned in the cochlea and an external part, a microphone and speech processor.

## Case Study

### Sounds for Suman

Suman was born deaf and because of infant hearing screening, this was detected shortly after his birth. Because Suman has some residual hearing he was fitted with hearing aids by 3 months and he began to respond to the sounds around him. Suman will need intense language intervention, focusing on interaction with his environment and the development of words and concepts. The family is working with an interdisciplinary team comprised of an audiologist, a speech language therapist and a special education teacher who is an early interventionist for children with hearing losses. The team has decided that a total communication approach using both oral and manual communication will be the best approach for Suman. They are also aware that if his residual hearing does not seem to be sufficient for language development, a cochlear implant may be the option. The team has decided to re-evaluate these decisions when Suman is 9 months. The journey for Suman and his parents has just begun and it will be a lifelong process of finding the right combination of support and services to help Suman to his fullest.

**Table 2.2.3: Devices / Technologies for Learners with Hearing Loss**

<b>Devices/Technologies for Learners with Hearing Loss</b>	<b>Functions</b>
<i>Rechargeable Hearing Aids</i>	It has batteries inside it which can be recharged similar to the battery technology used in mobile phones. Once this hearing aid is charged overnight, it can be used whole day.
<i>Phonak Bolero Q50-P hearing aids</i>	This hearing aid is most effective for learners who have hearing loss of both ears.
<i>Completely in the Canal</i>	This is a new kind of smallest hearing aid which is custom

<b><i>(CIC)</i></b>	made to fit deeply inside the ear canal. It is practically invisible.
<b><i>Custom Ear Plugs</i></b>	This ear plugs can be custom moulded for use in many different situation and activities like swimming, construction work, biking, and working as musician etc.
<b><i>Assistive Listening Device</i></b>	There is a wide range of assistive listening device used in common life and various needs such as Alarm Clock, Telephone, Amplifiers, T.V. Ears, FM system, Doorbell aids, Bed Shakers, Relay Telephones, Captel Telephones.
<b><i>iPhone Compatible hearing aids</i></b>	These hearing aids connecting directly to the iPhone, iPad, or iPod, touch through the TruLink app. It streams mobile phone calls and music directly to the hearing aids with perfect sound and exceptional listening clarity.
<b><i>Surf link Mobile 2</i></b>	Such hearing aids need to be used with new Surf link mobile 2. It performs the role of a cell phone transmitter, assistive listening device all in one. It can be used as an external microphone to listen to the television and conversations in noisy environments.

### **Self-assessment Questions**

Answer the following question each within 40 words.

**Q.3.** Write any two uses of Ear Plug.

**Q.4.** What is meant by rechargeable hearing aids?

Please c

heck your answer with the answer given at the end of the unit.



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#### 2.2.4. Learners Having Difficulty in Moving & Motor Functioning

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Motor disabilities, or mobility impairments, affect the upper and/or lower limbs. They include, for instance, cerebral palsy, spinal cord injuries (traumatic and non-traumatic), Parkinson's disease, multiple sclerosis, amyotrophic lateral sclerosis and varying degrees of paralysis, including locked-in syndrome.

The children may be disabled due to above reason but they have intellectual ability. If they are provided with the physical facilitation; they can easily become as active as any other children of your class.

Suppose Cerebral Palsy (CP) is caused due to damage to the brain, before, during or after birth and affects the child's posture and movement ability and many a times their speech. It is a non-progressive disability. Physical and occupational therapy improve their mobility and motor activities.

Spinal bifida is the break in the spinal column that can leave a child with loss of physical ability in the lower part of the body. Children with spinal bifida exhibit failure of toilet control. Children with orthopaedic and musculo-skeletal conditions may require surgical correction and prosthetic devices.

**Table 2.2.4: Assistive Devices for Learners Having Difficulty in Moving and Motor Functions**

<b>Devices/Aids/ Technologies</b>	<b>Functions</b>
<i>Arm Crutch</i>	Arm Crutch Set is a light weight crutch that helps to move anywhere those learners who have problems in their lower parts of body such as legs, knees etc. height may be adjusted with the help of metal pins.
<i>Raised Toilet Seat Fitted with Hygiene</i>	It is useful for people with the problems of knee and arthritis. It is also effective for individuals with hand, wrist, shoulder or

<b><i>cleaner Clamp 8cm</i></b>	spine problems, and those who have limited motor dexterity. Since, it permits hands free cleaning of the parietal area.
<b><i>Walker Bag</i></b>	This is comfortable for walking. It is attached with long velcro straps which can be easily cleaned.
<b><i>Folding Walker</i></b>	Button Folding Walker ergonomically shaped released handles make this walker easy to open and closed. It has durable, light weight, anodised aluminium frame. The buffers at bottom reduced noise and strong floor grips.
<b><i>Lateral Body Support</i></b>	Lateral body support ergonomically improves arm positioning keeps arm in place, prevents hands dangling near the wheel and promotes proper seating alignment. It is cushioned to prevent pressure on the ribs. It easily fits onto wheelchair armrests.
<b><i>Transfer Belt Medium</i></b>	The transfer Belt has five vertical handles which enables caregivers to safely transfer and support individuals by providing a number of holding positions. It is made of washable nylon.
<b><i>Wheel Chair Table</i></b>	It is Foam Rexine Covered, a soft cushioned top, to support arms and elbows. It may be easily fixed onto the wheelchair handles with the help of Velcro straps.
<b><i>Plastic Writing Ring Small</i></b>	It is mostly useful for individuals who have less finger dexterity. It helps to have more gripping of the pencil / pen etc. it can be used by right as well as left handed person.
<b><i>Balance Board</i></b>	It is used in balance training, brain development and to improve coordination and stability. It is very effective for single or dual leg standing exercises.
<b><i>Talking Clock</i></b>	It helps to know time by hearing.

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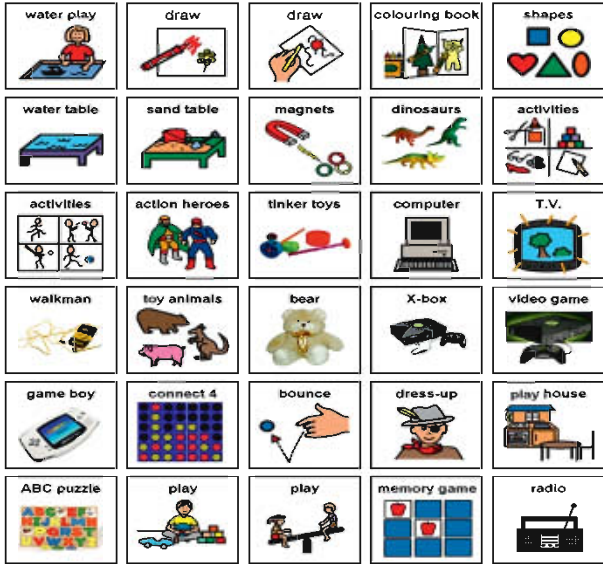

### **2.2.5. Learners Having Difficulty in Communication**

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Speech impairments may range from mild to severe and refer to an impaired ability to produce speech sounds. They include articulation disorders (omissions or distortions of sounds), fluency disorders (a typical flow or rhythm) and voice disorders (abnormal pitch, volume, vocal quality or duration). Speech disabilities are caused by, or associated with, other disorders or disabilities, including amyotrophic lateral sclerosis, cerebral palsy, stroke, brain damage, Parkinson's disease, autism and Down syndrome.

In this aspect, you can read from different sources about many other types of disabilities but one of the common disabilities most of the times you notice is Autism (Autism Spectrum Disorder - ASD). Autism is a developmental disability that typically appears during the first three years of life.

**Table 2.2.5: Teaching Aids for learners having difficulty in communication**

Teaching Aids	Purpose
<p style="text-align: center;"><b>Primary Activities</b></p> 	<p>It is very difficult to teach learner with the problems like fluency disorder, articulation disorder, speech disabilities in that case symbolically the learner may be communicated. Various primary activities have been given through pictures in the left box as an illustration of communication of teaching aids.</p>
<p style="text-align: center;"><b>Physical Activities</b></p> 	<p>Communication with the learner with Autism Syndrome Disorder (ASD) is the primary problem in the aspect of social interaction. Pictures shown to the left may be helpful to the autistic learners through which they can be taught about different physical activities.</p>

Source: Visuals – Geneva Centre for Autism, (n.d)

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## **2.3. Agencies for Assistive Devices: Procurement & Maintenance**

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The need to acquire equipment should wherever possible be identified as early as possible and a Statement of Need (SON)/ Specification of Requirement (SOR) should be prepared. Even when a need arises suddenly and funding is sought either from the Research Councils or other funding organisations, a thoroughly prepared SON or SOR stands the best chance of securing the funding required. A Statement of Need (SON) or Requirement (SOR) should set out for - (a) the benefits expected from the equipment; (b) the total costs of ownership over the whole of its operational life, covering acquisition costs, running and disposal; and (c) how the acquisition will promote the institution's objectives.

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### **2.3.1. District Disability Rehabilitation Centre**

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The district disability rehabilitation centre (DDRC) scheme of the Ministry of Social Justice and Empowerment, Government of India is being implemented since 1999 - 2000. It basically seeks to provide comprehensive services to the persons with disabilities at the grass root level through creation of the infrastructure and capacity building at district level for awareness generation, rehabilitation, training guiding of grassroots level functionaries.

Let us describe the DDRC scheme in brief. DDRC is an initiative to facilitate comprehensive services to persons with disabilities in the rural areas. These units have a group rehabilitations professionals for providing services like identification of persons with disabilities, awareness generation, early detection and intervention, provision/fitment, follow up and repair of assistive devices, therapeutic services e.g. physiotherapy, speech therapy etc and facilitation of disability certificate, bus passes and other concession/facilities for persons with disabilities. Best results can be achieved if this unit works in coordination with Department of Health, Education, WCD, rural development and revenue.

Modalities of establishment are - (a) only districts where currently no services are available for persons with disabilities either through govt. / semi govt. or voluntary agencies are eligible; (b) willingness of State Government for implementation and sharing responsibilities; (c) provision of rent-free, well connected building by the State Government.

The DDRCs is a joint venture of Central and State Government. Their roles can be summarized as - (a) role of Central Government/Role of state Govt. / District Admin; (b) funding for manpower deployed and contingencies as well as equipments required for DDRCs. This programme started for initial three years through implementation of PWD Act Scheme (5 yrs for NE states and J&K) and later through Deendayal Scheme DRS for rehabilitation on tapering basis.

There should remain provision of rent free, well connected building/ space having provisions of electricity and water. The support system e.g., telephones facility, furniture, etc for running the District Centres is also to be provided by State Government. Space required is approx 150 sq m. Funds from MPLAD etc could be explored for improvement/ construction of infrastructure.

District Management Team (DMT) under chairmanship of District Collector is the main decision making body. Important Functions are - (a) selection of registered implementing agencies; (b) deployment of manpower and their service conditions; (c) monitoring, coordination of activities of DDRC, even after handover; (d) convergence with other activities of district; (e) finalization of charges for various services provided through DDRCs and identifying other means of resource generation; (f) security of assets of DDRC and material received under ADIP etc. The DMT is the custodian of all assets of DDRCs. DMT should meet at least 4 times in a year. Quarterly progress reports should be sent regularly. DMT also needs to make an attempt to make DDRC self-sustaining in long run. Hence, it needs to fix nominal charges for various services provided through DDRCs. Attempts should also be made for resources generation through donations and

other means. DDRCs should seek funding for aids and appliances through timely submission of proposals under ADIP to GOI.

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### **2.3.2. Composite Regional Centre**

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Composite Regional Centre for Persons with Disabilities is a service initiative of the Ministry of Social Justice & Empowerment, Government of India with the aim of creating resources and infrastructure required for developing services for persons with disabilities.

**This Centre functions to meet the following objectives:**

**(i) Generating awareness:**

Positive awareness regarding disabilities are carried out through pamphlets, brochures, booklets, publications, print media material and electronic media programmes, exhibitions, grass root workers and officers' training programmes, talks with schools/ colleges learners, conduct group visits to the Centre, and miscellaneous programmes.

**(ii) Building links with government organizations:**

Link is being made among Government of India, Ministry of Labour; State Government, Department of Health, Education, Panchayat & Samajik Nyaya, Rehabilitation Council of India, Indira Gandhi National Open University etc.

**(iii) Providing support to NGOs and parents' groups:**

Support and assistance are provided to outreach identification and distribution camps, programme development, assessment of beneficiaries, self-help groups, capacity building, parents' organizations, legal guardianship issues, and barrier free access consultations.

**(iv) Human resources development:**

Human resources are generated through long term training courses approved by Rehabilitation Council of India, short term training programmes and CREs for

professionals/personnel and parents' training, internship and learners' placements, faculty exchange, and training of mobile resource teachers of Sarva Shiksha Abhiyan. **Services for persons with disabilities** - Comprehensive diagnostic assessment, therapeutic, educational and vocational services to persons with all disabilities by a team of physical medicine rehabilitation specialist, clinical psychologist, physiotherapist, occupational therapist, prosthetic orthotic engineer, audiologist, speech & language pathologist, special educator, and orientation and mobility instructor, besides parent guidance and counselling, designing, fabricating, and distributing assistive devices.

**(v) Enhancing special education & vocational training:**

Various extended training and programme are given such as school readiness training for children with locomotors disability, hearing impairment, blindness, mental retardation, autism, remedial education programmes for children with low vision, and dyslexia, referral for vocational training & guidance.

**(vi) Research & Development:**

Efforts are being made in long-term research projects, short-term researches, innovative appliances, product appraisal, printed material, CDs of training material.

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**2.3.3. National Institute for Empowerment of Persons with Multiple Disabilities**

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National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD) established in the year 2005, on East Coast Road, Muttukadu, Chennai, Tamil Nadu, (about 30 km from Chennai Central railway station, Mofussil bus terminus and airport) Under Department of Empowerment of Persons with Disabilities (Divyangjan), Ministry of Social Justice & Empowerment, Govt. of India, to serve as a national resource centre for empowerment of persons with Multiple Disabilities such as those with two or more disabilities in a person. The Disabilities enumerated as per PWD (1995) Act, are Low Vision, Blindness, Locomotors Disability, Hearing Impairment, Mental Retardation, Mental Illness, Leprosy Cured Persons and as per The National Trust (1999) Act, are Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities.



**The objectives of this institution are stated below:**

- i. To undertake development of human resources for management, training rehabilitation, education, employment and social development of persons with Multiple Disabilities.
- ii. To promote and conduct research in all areas relating to Multiple Disabilities.
- iii. To develop Trans disciplinary models and strategies for social rehabilitation and to meet the needs of diverse groups of people with Multiple Disabilities.
- iv. To undertake services and outreach programmes for the persons with Multiple Disabilities.

**The vision of the institute is** "The Persons with Multiple Disabilities have equal rights to lead a better quality of life. This may be enabled with committed professionalism, accessible environment, equal opportunities, positive attitudes and appropriate, affordable, acceptable and available technological interventions."

**The mission of the institute is** "To provide need based comprehensive rehabilitation through team approach facilitating inclusion, ensuring empowerment of persons with Multiple Disabilities and their families and by substantiating field based research and development of human resources."

**The value statement of the institute is** "Promoting quality of life for persons with Multiple Disabilities through equal participation of clients, families, professionals and community agencies".

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#### **2.3.4. ALIMCO**

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The Artificial Limbs Manufacturing Corporation of India (ALIMCO) is a Public Sector Undertaking (PSU) of the Government of India. Established on November 30, 1972, ALIMCO manufactures artificial limbs and rehabilitation aids. The company is headquartered in Kanpur.

ALIMCO is a non-profit making organisation, working under the aegis of the government of India, under the Ministry of Social Justice and Empowerment. It was

incorporated in 1972, and started production in 1976, to manufacture artificial limb components and rehabilitation aids for the benefit of the physically handicapped.

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### **2.3.5. Local Agencies**

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In recognition of the fact that the needs and rights of people with disabilities are of vital concern to the state, the local agencies should be created.

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## **2.4. Managing Assistive Devices**

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Assistive devices/technology enables learners with disabilities to overcome impairments and access general curriculum. It help the parents to cope up and provide real assistance to their children. Specialized technologies allow teachers to customize instruction while giving more time to the entire class, and provide other learners with an enriching educational experience

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### **2.4.1. Role of Parents in Managing Assistive Devices**

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Here we are discussing the role of parents of a child with a disability in terms of assistive technology considerations. Here, it is described that the assistive technology devices and services for a child with a disability and provides information on some areas - (a) the consideration of assistive technology during the Individualized Education Program (IEP); (b) information needed by the IEP team in order to make decisions about assistive technology; (c) the professionals who can help IEP teams make decisions about assistive technology; (d) decisions the IEP team makes about assistive technology; (e) kinds of assistive technology devices and services considered by the IEP team; (f) where the child's assistive technology needs will be included in the IEP; (g) the inclusion of personal devices in an IEP if a particular personal device is necessary for the child to receive an appropriate education; (h) assistive technology training for the child, parent, and school staff; (i) the responsibility of the school for providing necessary assistive technology devices and services and financial aid for purchasing assistive technology devices.

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## 2.4.2. Role of School in Managing Assistive Devices

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Assistive technology in schools not only benefits learners with disabilities but learners without disabilities may also get help. Teachers can instruct learners better with different learning styles through computer-based instruction, which provides immediate feedback and can increase motivation. Special software can assist learners in managing behaviour and expressing themselves with less fatigue, frustration, and misunderstanding. More independence for individual learners gives teachers more time with other learners and with group activities. Other learners also benefit since learners using assistive technology are more fully integrated in classroom activities and cause fewer distractions. Seeing learners using assistive technology effectively also provides a positive educational experience and prepares learners for future interactions with individuals with disabilities.

### Case study

Manab, a ninth grade learner with visual impairment, uses a screen magnifier in his classes. This device allows him to follow along Assistive Technology at Work on handouts when teacher cannot make them large enough for him to read. With the magnifier, Manab's classmates no longer have to read to him, giving him more independence.

### Case study

An eighth grade learner with cerebral palsy, Rina uses a computer with a key guard and trackball to type her in-class assignments since she cannot write with hand. Rina's assistive technology eliminates the need to go to a separate room with a para-teacher acting as a scribe. Remaining in class with her peers boosts Rina's independence and confidence.

The above stories illustrate why assistive technology is so necessary to the development of learner with disabilities. It allows increased participation in the classroom and promotes independence. For learner receiving special education services, assistive technologies make academic and co-operative inclusion possible.

The specialized trained teachers should be assigned for managing the assistive devices and technologies. So, that they can repair and handle things smoothly. Teachers' up gradation and current knowledge about the functioning and user manual are very important. However, teachers need time to time proper training and orientation for well management of assistive device and technologies.

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## **2.5. Let Us Sum Up**

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After the proper identification of the various kinds of disabilities, proper rehabilitation is very necessary part for all stakeholders in the field of specialization of the people with disabilities. In this unit, we have discussed about various assistive devices, aids and technologies, their proper uses for the learners' learning and daily activities. The Braille is the very basic and fundamental assistive device for the learning of the visually impaired but in the present times there are audio books, tactile computer key board, iPods as instructional tools, note taker, video magnifier etc. may be helpful along with the Braille. The learning of Hearing Impaired is comparatively challenging than others because it is very difficult to communicate with a Hearing Impaired. But many modern types of equipment have been invented like Rechargeable Hearing Aids, Phonak Bolero Q50-P Hearing Aids, Completely in the Canal (CIC), Custom Ear Plugs, and Assistive Learning Devices etc., which may help a lot to a Hearing Impaired. For the learners having difficulty in moving & motor functions attention should be paid on their mobility, use of aids and appliances like wheel chair, walker bag, and balance board, ramp for disabled and making building disabled friendly.

The roles of ALIMCO, DDRRC, NIEPMD, are also important in this aspect. All these are the non - profit organizations, working under the aegis of the government of India, under the Ministry of Social Justice and Empowerment. To properly manage the assistive devices the roles of family & school are also very important.

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## 2.6. Answers to Self-Assessment Questions (SAQ)

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### Answer to the self assessment question no 1

Increase access to the general curriculum & increase academic performance. It makes learning joyful. It also helps to understand the content with minimum effort.

### Answer to the self assessment question no 2

1. c; 2. e; 3. b; 4. a; 5. d.

### Answer to the self assessment question no 3

Swimming & Biking

### Answer to the self assessment question no 4

Rechargeable hearing aids have batteries inside that are similar to the battery technology used in mobile phones.

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## **2.8. Unit End Exercises**

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1. What is meant by assistive devices?
  2. Write the full form of ALIMCO.
  3. Write the functions of NIEPMD.
  4. Write at least two devices which helps in the learning of the visually impaired.
  5. What is note taker instruction?
  6. What kinds of problems are faced by the learner with low visions? Discuss.
  7. What is a rechargeable hearing aid?
  8. What is cerebral palsy?
  9. What do you mean by ASD?
  10. What kinds of problem may arise due to ASD?
- 

## **Reflective Exercises**

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### **Activity 2.2.1**

While teaching a lesson by storytelling, ask children of your class to blind fold their eyes. After ending the story ask them to act any character from the concerned story. Evaluating their performances you can understand is there any variation in their learning because of blindfold eyes.

### **Activity 2.2.2**

As a teacher you should allow and encourage the child to use various devices for note taking and record the class presentation and discussions that take place in the class. You can experiment the post effect after allowing them to use various devices.

### **Activity 2.2.3**

What have you learnt from the story about Suman? The initiative has been taken for Suman from the very beginning with aids. As a result, he began to respond. He is still in under nurturing for further improvement. There are so many things like technologies, devices and therapeutically intervention for the child with hearing loss.

### **Activity 2.2.3**

You already know that the hearing is measured by (DB). The range 55 to 65 db means sound of normal conversation. It is noticeable fact that learners miss some words spoken by the teacher while taking notes in the class. Many a times that is punished for not taking interest in studies. But none has tried to understand whether they hear normally or not. If hearing loss is severe then they may be referred to specialist for taking any kind of hearing aids / technologies.

### **Activity 2.2.5**

You can make a calendar for teaching new words, making sentences and activities month wise. After end of the month you can evaluate the performances & make a credit sheet for further learning.



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## **UNIT- III: BUILDING INCLUSIVE COMMUNITY**

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### ***Structure***

- 3.0. Introduction
- 3.1. Objectives
- 3.2. Struggle against marginalization and desire for Belonging
- 3.3. Attitudes of community members towards students having diverse background and Abilities
- 3.4. Mainstreaming process
- 3.5. Concept of inclusive community/ society
- 3.6. Building inclusive community
  - 3.6.1. Breaking down of oppressive system
  - 3.6.2. Helping to change attitude/ awareness programme
  - 3.6.3. Connecting leaders
  - 3.6.4. Media and films
- 3.7. Specific activities for social inclusion
  - 3.7.1. Activities to promote relationship and friendship
  - 3.7.2. Community based activities (including recreation and sports) to promote Inclusion
- 3.8. Let us sum up
- 3.9. Answers to Self-assessment Question
- 3.10. References
- 3.11. Unit End Exercises

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### 3.0. Introduction

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You are very much familiar with the term inclusion because you have already studied units 1 and 2 of this Block IV. Inclusive community means the community having all kinds of people like disabled, marginalized, vulnerable and ethnic minorities from all strata of the society. In the initial stage, it may seem that inclusion of people who are socially excluded, vulnerable as well as deformed is just useless or meaningless since apparently they are not useful to the society. But if we see the significant roles and contributions of Stephen Hawking, Milton, Mozart, Helen Keller, etc. in the field of science, literature, art and social activity, they are really commendable.

#### Case Study

Sumita and Kunal are the students of the same school and same class. Sumita comes from a well-established family background and she is also good in her studies. However, Kunal's family background is poor and his academic performance is not as good as Sumita. Kunal does not come to school regularly. He helps his father in farming. Kunal assumes the status of a very desirable student when his school fix up a football match with the neighbouring school. His performance in playing football is outstanding. Now you can understand that Kunal may not be a meritorious student but he may contribute to his school in winning the match.

From the above story it may be stated that more or less everyone has the unique potentiality to contribute the society. However, society has the role for taking care of so that each and every child can grow up with their full potentialities irrespective of their caste, creed, religion, race, economy and personal abilities. In the society, we observe various kinds of people those who do not have the home to take shelter, food to eat, cloth to wear but they are also the member of our society. They are often called marginal, poor, vulnerable and the people of God. As a member of the society everyone should have the duty and responsibility for the people those who are not in the mainstream of the society. In this regards, we need to develop the mass awareness to implement the

inclusive policy so that inclusive community can be formed. In this context, the roles of media, informal agencies and leaders from the marginal group are very important.

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### **3.1 Objectives**

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Upon Completion of the unit, you will be able to -

- ❖ describe the concept of inclusive community/ society;
  - ❖ assess community attitude towards diverse students;
  - ❖ identify community resources towards promotion of inclusion; and
  - ❖ describe strategies to build inclusive community;
- 

### **3.2. Struggle against marginalization and desire for belonging**

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A little boy was walking with his father in a nearby railway station at that time another little boy of almost same age came to them and begged a few rupees from his father with a pathetic look. When asked why he needs the money, the boy replied that he needed the money to buy food. The whole conversation was heard by the son. After reaching home, the son enquired of his father, why the little boy's father does not purchase food for him. On hearing him, the man replied that he is an orphan; he does not have his father and mother. Orphans often lead a very hard life; they have to struggle a lot for their existence. They do not have food to eat, clothes to wear, home to live in and most of the time they have to lead their life on the streets.

#### **What have you learnt from the above story?**

There are so many peoples who cannot afford bread and butter, even no home for shelter is called ultra marginal people. The people with disabilities, vulnerable, religious ethnic minorities, women, and child, financially poor, people from backward societies including SC, ST, and OBC mostly belong to the marginal group.

Everyone needs community and community needs everyone because a community that excludes its member is not a community at all. It is a universal fact that people with disabilities feel more isolated from their communities, participates in less community

activities, and is less satisfied with their community participation. Similarly, many marginalized groups of people are found to be frightened, separated, isolated, mistreated, ridiculed, put on display and exploited, denied medical treatment and even killed just for being different.

Many times it is observed that though seats are reserved for the disabled in buses, trains as well as any kind of public transport, the able bodied individuals occupy that at ease. They do not have the slightest awareness of the fact that such seats are reserved for the challenged individuals. Even sometimes it is observed that the ramps specially made for the disabled is used for other purposes without any hesitation. It is the way the common people think which needs to be changed for the betterment and inclusion of the marginalized people of our community. Because of this pervasive societal mind-set, people living in the marginalized context are seen as "less than"; "less deserving" of place, of equity, of having a voice. Nothing could be further from the truth.

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### **3.3. Attitudes of community members towards students having diverse background and abilities**

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The main aim of education is to modify the behaviour of a child according to the needs and expectation of the society. Behaviour is composed of many attributes. One of these important attributes is attitude. A person's behaviour, to a great extent, depends upon his attitude towards the things - idea, person, or object in their surrounding environment. In this unit our main concern is to discuss the attitudes of the general community members towards learners having diverse background and abilities.

You know the story of life-struggle's of Helen Keller. In this respect, we should respect the attitude of Helen Keller's parents and the teacher, Anne Sullivan. At that time, it was very difficult task to teach a multiple disabled child but they did not let it be dampened their spirit. The great initiatives were undertaken by both the parents and the teachers that finally made Helen confident and self-reliant.

Therefore, in the context of learning and mainstreaming of learners from diverse backgrounds, community and family attitude is very important. Disability is the natural occurrence in any one's life. It may happen by birth or by incidents.

Even in the era of 21st century there are various kinds of misconceptions among the people related with disabilities. Therefore, mass awareness campaigns, training and disability related information for individuals, organizing sports and recreational activities for the differently abled and as much as possible involvement of their community in disability related issues are the needs of the hour.

### **Self-Assessment Question**

Answer the question within 40 words each.

**Q. 1** Who is called orphan?

**Q. 2** Who is Anne Sullivan?

Check your answers with the answer given at the end of the unit.

### **3.4. Mainstreaming process**

---

UN declaration of Education for All and the India's Right to Education Policy is obviously a very effective initiative for reaching the unreached through the process of mainstreaming. According to Wikipedia (<http://en.wikipedia.org/>), mainstreaming, in the context of education, is the practice of educating students with special needs in regular classes during specific time periods based on their skills.

- i. This means regular education classes are combined with special education classes. Schools that practice mainstream believe that students with special needs who cannot function in a regular classroom to a certain extent belong in the special education environment.
- ii. Access to a special education classroom, often called a "self-contained classroom or resource room", is valuable to the student with a disability. Students have the ability to work one-to-one with special education teachers, addressing any need for remediation during the school day. Many researchers, educators and parents have

advocated the importance of these classrooms amongst political environment that favours their elimination.

- iii. Proponents of both philosophy of educational inclusion assert that educating children with disabilities alongside their non-disabled peers fosters understanding and tolerance, better preparing students of all abilities to function in the world beyond school.
- iv. Children with special needs may face social stigma as a result of being mainstreamed, in that situation, parents, teachers and other stakeholders should be very cautious to help them according to their needs. Equality and diversity in teaching and learning should be delivered by mainstreaming these issues into the curriculum. Equality and diversity has to be embedded into all aspects of the curriculum: from lesson planning and teaching methods to assessment procedures; from inclusive resources and materials to teaching which focuses on discrimination, harassment and victimisation. Effective mainstreaming may happen when equality and diversity permeates every aspect of curriculum design, plan and delivery.

Think about your five fingers. They are not the same but each finger is important for us. We do not discriminate between fingers on the basis of their size and strength; even we take care of all the fingers. In the same way someone may have disabilities or any other deficiency, due to which they have difficulties in completion of their lesson. But this is our sole duty and responsibility to create a positive ambience to arrange alternative system for them, so that they can equally perform well with other able students.

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### **3.5. Concept of inclusive community/ society**

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An inclusive society is defined as one where all people feel valued, their differences are respected, and their basic needs are met so they can live with dignity. In a socially inclusive community, residents have opportunities to participate fully in the social, economic and cultural life of their community. Social inclusion policies facilitate access to employment, education, health, housing and democratic processes. These social

inclusive policies can create health and wellbeing for individuals by creating a supportive community. It is the process that leads towards the goal of an inclusive global community. Diversity is a fact of life. Difference is normal. Some people are excluded from society because of difference. Inclusive community means society is changing to accommodate differences and to combat discrimination. To achieve inclusion, a twin track approach is needed such as focusing on the society to remove the barriers that excluded individuals with differences (mainstreaming) and focusing on the group of persons who are excluded, to build their capacity and support them to fight for their inclusion. Since inclusion involves everyone in the society at all levels, collaboration and networking are the core strategies to achieve inclusion.

### **Self-Assessment Questions**

Answer the question within 40 words each:

**Q.3** What is main streaming?

**Q.4.** Write T for true and F for false against the statements given below -

- (a) Individual differences are not respected in the ethos of inclusion.
- (b) Diversity is a fact of life.
- (C) Collaboration and network are core strategies to achieve inclusion.

Check your answer with the answers given at the end of the unit

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### **3.6. Building inclusive community**

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The World Summit for Social Development (Copenhagen 1995) defines an inclusive society is a "society for all in which every individual, each with rights and responsibilities, has an active role to play". A person by their profession may be a sweeper, cobbler, black-smith, or carpenter, or may be Hindu, Muslim, or may be a differently able, women or any weaker section of the society but all of them are the respected member of the society. An inclusive society is a society that over-rides differences of race, gender, class, generation, and geography, and ensures inclusion, equality of opportunity as well as capability of all members of the society to determine

an agreed set of social institutions that govern social interaction. Such an inclusive society must be based on respect for all human rights and fundamental freedoms, cultural and religious diversity, social justice and the special needs of vulnerable and disadvantaged groups, democratic participation and the rule of law. It is promoted by social policies that seek to reduce inequality and create flexible and tolerant societies that embrace all people.

A strike was called on by the sweeper community with an agendum to hike their wages in the capital city of India, Delhi. In the beginning, the movement was neglected by Delhi Govt. as a result; the entire city became the dumping ground of wastages. Realizing the importance of their work, Govt. started to negotiate with their demand.

From the above incidents it may be said that each and every community as well as member of the society should be respected, irrespective of their social status to build an inclusive community.

### **Necessary elements for creating inclusive community**

For creating social inclusion following elements are important:

#### **Reducing elements of exclusion:**

- i. Exclusive policies and legislation
- ii. Lack of respect for human rights
- iii. Discrimination, intolerance, stigma,
- iv. Stereo-typing, sexism, racism and homophobia
- v. Fear and psychological insecurity
- vi. Lack of access to basic services, including education, health care, clean water and sanitation
- vii. Lack of access to decent work and employment
- viii. Lack of resources to sustain livelihood
- ix. Lack of access to land
- x. Lack of access to credit
- xi. Lack of transparency in decision-making



- xii. Lack of access to political processes
- xiii. Lack of access to information and Communications
- xiv. Lack of transportation
- xv. Lack of access to public spaces
- xvi. Physical Insecurity
- xvii. Segregation
- xviii. Violence and abuse

**Enhancing elements of inclusion:**

- i. Inclusive policies and legislation
- ii. Access to clean and safe places for living, work and recreation
- iii. Access to information and communication
- iv. Access to public spaces
- v. Access to resources
- vi. Access to basic services, including education, health care, clean water and sanitation
- vii. Access to transportation
- viii. Transparent and accountable decision-making processes
- ix. Adequate income and employment opportunities
- x. Affirmation of human rights
- xi. Opportunity for personal development
- xii. Respect for diversity
- xiii. Freedom (of choice, religion, etc.)
- xiv. Participation in decision-making
- xv. Social protection
- xvi. Solidarity

**Important pre-requisites for creating inclusive community:**

- i. Respect for human rights, freedom, and the rule of law,
- ii. Maintaining the security

- iii. Participate in civic, social, economic and political activities,
- iv. The existence of a strong civil society
- v. Universal access to public infrastructure and facilities
- vi. Equal access to public information
- vii. Equity in the distribution of wealth and resources
- viii. Appreciation of cultural diversity.
- ix. Effective leadership is crucial to the development of an inclusive society
- x. Need to create positive narratives of an inclusive society of the future
- xi. Full participation in all aspect of life

**Dimensions of social inclusion and exclusion:**

Following are the major dimensions of Social inclusion and exclusion:

- A. Cultural
- B. Economic
- C. Social
- D. Environmental
- E. Legal
- F. Physical
- G. Political
- H. Relational
- I. Spatial

**Key- groups to be included who is marginalized:**

It is the role and responsibility of policy-makers, social institutions, civil society, and the private sector to address these issues and to seek out, identify and make visible the marginalized.

**The below mentioned groups have been identified for inclusion:**

- i. Persons with Disabilities
- ii. Old Persons
- iii. Youth
- iv. Women

- v. Marginalized
- vi. People living with HIV/ AIDS
- vii. Vulnerable
- viii. Ethnic and Religious Minorities
- ix. Migrants
- x. Indigenous People

(Source: [www.un.org/esa/socdev/egms/.../inclusive-society.pdf](http://www.un.org/esa/socdev/egms/.../inclusive-society.pdf))

### **Self -Assessment Questions**

Answer the questions within 40 words each:

**Q.5.** Write any two dimensions of inclusion and exclusion.

**Q .6** Write the name of any five key groups who should be included.

Check your answer with the answer given at the end of the unit.

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### **3.6.1. Breaking down of oppressive system**

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To understand the oppressive system, it is important to know about discrimination. The word ‘discrimination’ means simply distinguishing between one thing and another. When we talk about discrimination as a social issue, we refer to distinguishing between population groups defined by specific characteristics - race, gender, religion, national origin, political opinions, sexual orientation, class and treating groups differently. In Indian social perspective, discrimination is the regular phenomena in the name of religion, Casteism, ethnicity, untouchability, disability, superstition, gender, economic as well as socio-political background. After independence many initiatives have been taken to remove discrimination. Constitutionally equal rights and justice have been given the outmost priority irrespective of the caste, creed and culture but equality is just a dream for the people of India. In the 21st century we need to do away with social stigma, illiteracy, superstition, terrorism and any kind of exploitation for sake of a society without oppression.

## **The concept of oppression**

So far we can remember, the Oppression of the Jews in Germany began after Hitler's power grab in 1933. The Nazis were violent and denied Jews of their civil rights and livelihood. Many Jews hoped the situation would improve, but the Nazis became progressively more extreme. Life in Germany was impossible for Jews. They desperately tried to leave the country.

The above history is well known worldwide. The name of Hitler is symbolically used as an oppressor. People's hatred is still same as it was during the time of Nazi regime. In the Indian perspective untouchability is a prevailing form of oppression. Oppression against women, dalits, physically challenged often becomes news paper headlines. Even a physically disabled person cannot be escaped from physical and sexual assault. Therefore, on the basis of above discussion it may be assumed that oppression deprives people from their rights and justice due to discriminating attitude of some individuals in the society who tend to treat the marginalized people as inferior.

### **Possible way for breaking down the oppressive system:**

Oppression is the prevailing fact of India as well as the scenario of entire world. King Luther, Nelson Mandela, B.R. Ambedkar, all they are famous and versatile personality throughout the world in the name of struggle against oppression. The history of struggle against oppression is very long but still oppression is an existing fact in the whole world. The oppressed classes are economically very weak and socially disadvantaged. Therefore, to empower communities, especially the weaker section of the society including (physically challenged, women, child, dalit and religious minorities) to become more effective at fighting the battles for better health care, good education, a safe environment, and adequate jobs.

Another important aspect of the oppressive system is lack of people's representatives from the oppressed community. The representative may work to grab attention at the problems faced by such oppressed communities. The community members of oppressed

group must learn how to overcome the discouragement, confusion, and divisions that are the results of oppression.

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### **3.6.2. Helping to change attitude / awareness programme**

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Generating mass awareness is the effective way to overcome the barrier for increasing inclusive practices. In this aspect, grants and volunteer activities are important to generate awareness on promoting inclusion, providing access for all, and raising awareness about the abilities of young people with disabilities. Everyone should have an opportunity to fully participate in the society, be it in schools, community organizations, recreational opportunities or jobs. By providing accommodation and support, creating universally designed infrastructure and programs, and adopting inclusive practices and attitudes, myths can be dispelled and barriers can be reduced to allow the full participation of all.

Various programmes may be taken up for creating awareness of the people with diversity to promote inclusive community such as organize cultural programme, organize workshop about constitutional rights and duties, organize healthy competition among the people from different culture like games and sports etc., encourage to participate in the festival of different culture.

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### **3.6.3. Connecting leaders**

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For the inclusive and better balanced society leadership role is vital because leader is a policy maker, policy executer and representatives of the people with diversity such as including groups typically marginalized from political and economic power, such as women, youth, people with disabilities, indigenous people, LGBT persons, and racial, religious and ethnic minorities.

The above mentioned groups are basically socially scattered, discriminated and depressed class. The main reason of this discrimination is considered that they are 'voiceless' and 'leaderless' people thereby no one takes responsibility for them.

Connecting leaders mean leadership from their own community for them by their own people.

Leader is directly connected with the ground truth, and skills needed for robust and successful program design, management, and measurement.

**There are four key aspects where leader has the role to play to work to encourage inclusion and diversity:**

- i. Target programs to advance the full participation of historically marginalized people into the political, social, and economic lives of their societies;
- ii. More fully integrate and mainstream inclusion principles into programs in other issues;
- iii. Perform a role as a thought leader and spokesperson for inclusion issues; and
- iv. Ensure own commitment to inclusion in our employment and operating practice.

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#### **3.6.4. Role of media and films in inclusion**

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In the classroom situation while teacher teaches about vision problem such as dyslexia, may ask their students that in which film this disease was highlighted? It is good if someone answers the question, otherwise teacher will reply them that it is 'Tare Zameen Par' starred by Amir Khan. Under such circumstance, the students will be motivated to enjoy this movie and gather information about the particular problem highlighted. media and films are the best source for learning and to generating awareness.

In the school premise occasionally you can arrange for show of such kind of films which can create awareness among the students about various types of disabilities. Our concern should be only for positive impact. The media can be a vital instrument in raising awareness, countering stigma and misinformation. It can be a powerful force to change societal misconceptions and present person's disabilities as individuals that are a part of human diversity. By increasing the awareness and understanding of disability issues and the diversity of persons with disabilities and their situations, the media can actively

contribute to an effective and successful integration of persons with disabilities in all aspects of societal life.

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### **3.7. Specific activities for social inclusion**

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#### **3.7.1. Activities to promote relationship and friendship**

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Friends are important to an individual for several reasons. They support each other emotionally, learn to see things from the other's point of view and provide assistance and feedback when needed. Friends choose each other and remain close through good times as well as times of crises. They provide companionship for community and school activities and help each other to enjoy new experiences and appreciate life more comprehensively. Friendships between people with and without disabilities usually enrich the lives of both. If people with disabilities are to form friendships and be a part of society as adults, these relationships must be developed from the childhood. Classmates and neighbours will grow into adult co-workers and friends later in life. Therefore, integrated classrooms and recreational activities are important. In these settings children with and without disabilities get to meet each other and form healthy relationships.

#### **Various activities may be adopted to promote social inclusion:**

- i. Combining study programme between students with and without disability;
- ii. Taking part in Swachha Bharat Abhijan;
- iii. Organizing 5 or 7-day health camp where with and without disabled can share their problems and views;
- iv. Assigning without disabled to take care of study and others' help of with disabled to make them more friendly and responsible;
- v. Visiting frequently the special school makes scope of friendship for with and without disabled;

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### **3.7.2. Community based activities (including recreation and sports) to promote inclusion**

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Sourav, a 9-year old boy is suffering from locomotors disability. Most of the time, he remains sad because he cannot participate in any kind of games or recreational activities. One day his father's friend came to his home and noticed Sourav's condition. So he suggested Sourav's father to send Sourav in their club to participate in the quiz competition. After participation Sourav felt honoured and enjoyed the competition.

*What have you learnt from the above story?*

As much as possible, physically challenged students should be engaged with various kinds of games and recreational activities.

You may know about Arunima Sinha, born in 1988, the first female amputee to climb Mount Everest. She is also the first Indian amputee to climb on the top mountain. She was a national level volleyball player who was pushed from a running train by thieves in 2011 while she was resisting them. As a result, one of her leg is being amputated from below the knee. Her aim was to climb all the continents' highest peaks and put the national flag of India there. She has already done five peaks including the Mount Everest.

*What have you learnt from the story of Arunima Sinha. Disability is not the big issue if you have will power for playing games.*

There are several activities that may help a disabled to be involved in the community for recreation and leisure activities such as – sports, cultural competition and drawing competition, organize various kinds of fair etc.

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### **3.8. Let us sum up**

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In this unit, the concept of inclusive community/ society and how to build such a society has been discussed. The community support is necessary for the person, who needs support such as people with disabilities, women and child, marginal, vulnerable,



religious and ethnic minorities etc. It is important to know the attitude of the community towards diverse learners. Oppression is the prevailing fact of each and every society but breaking down oppression is necessary for the formation of inclusive society. Various programmes may be taken to generate awareness to change the existing attitude of the people for inclusion. The role of community leaders, media, and films are very important in this respect. The recreational activities such as sports and games are also important to promote inclusion.

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### **3.8. Answers to Self-Assessment Question (SAQ)**

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**Answer to the self-assessment question no 1**

A child who has neither father nor mother.

**Answer to the self-assessment question no 2**

Teacher of Helen Keller.

**Answer to the self-assessment question no 3**

Mainstreaming is the practice of education students with special needs in regular classes during specific time periods.

**Answer to the self-assessment question no 4**

1. F; 2. T; 3. T.

**Answer to the self-assessment question no 5**

Person with disabilities, old person, women, youth, marginalized.

**Answer to the self-assessment question no 6**

Cultural, economic.

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### 3.9. References

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### 3.10. Unit End Exercise

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1. What is meant by struggle?
2. Who are marginal and why?
3. What kinds of attitude of community members can help learners who come from diverse social background?
4. What is meant by mainstreaming process?
5. What is meant by inclusive community?
6. How can oppression be removed?
7. Write some community based activities which can promote inclusion.
8. Discuss the role of media to promote inclusive education.
9. What kinds of roles can be played by the community leaders for creating inclusive community? Discuss.
10. Mention the names of any two films which can help to promote inclusive education.

## Reflective Exercises

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### Activity: 3.2. a

In your class room try to trace a learner from marginal social background and try to take special care in their learning.

### Activity: 3.2. b

As a teacher you can assign your students with social welfare activities related to marginal people. The students would be evaluated after completion of their activities. The best students' activities will be given best award. Awards may be provided to the students with best activities.

### Activity: 3.3.

What kind of experiences can we get from the attitude of Helen Keller's parents and teacher if such kinds of difficulties are faced by us? Definitely the answer is attitude. We must have positive attitude for diverse learner as well as learner who have various kind of disabilities.

### Activity: 3. 6.1.

Already you have noticed that oppression is the existing fact of our society. So, as a teacher which role can you perform to reduce oppression, what kind of programme can you take in this respect?

### Activity: 3.6.4

What do you think about the role of cinema in creating awareness regarding disabilities?

### Activity 3.7.1

Students of a class can be divided into different groups comprising both of able and disable students. Various activities like debate competition may be held so that more and more interaction may take place between the students which will help to develop intimacy, sensitivity as well as positive feelings towards the disadvantaged students.

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## UNIT- IV: MANAGING SUPPORT FOR INCLUSION - COLLABORATIVE ACTION

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### ***Structure:***

- 4.0. Introduction
- 4.1. Objectives
- 4.2. Concepts of partnership and collaboration
- 4.3. Areas of collaborations and partnerships to promote Inclusive Education
- 4.4. Barriers to collaboration
- 4.5. Planning for collaboration
- 4.6. School based approaches to collaboration
  - 4.6.1. Professional partnership for interdisciplinary services
  - 4.6.2. Collaborative teaching programmes
  - 4.6.3. IEP Based school-parent partnership
  - 4.6.4. Teachers network on IE- online resource sharing
- 4.7. Resource centre network support/ partnership with agencies
  - 4.7.1. Working in early intervention
  - 4.7.2. Special educational services
  - 4.7.3. Therapeutic/ rehabilitation services
  - 4.7.4. Sports and recreation
  - 4.7.5. Assistive devices
  - 4.7.6. Parent associations/ disabled persons' organization
- 4.8. Building community partnership
  - 4.8.1. Maximizing community resources
  - 4.8.2. Public private partnership (PPP) model
- 4.9. Let us Sum up
- 4.10. Answers to Self-assessment Questions
- 4.11. References
- 4.12. Unit End Exercises

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## **4.0. Introduction**

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From the earlier Blocks and respective units, you have come to know that special education practices were inducted into the mainstream general education through an approach known as 'integration'. The main challenge with the integration was that the 'mainstreaming' had not been accompanied by changes in the organisations of the ordinary schools, its curricula and teaching-learning strategies. This lack of organisational change had proved to be one of the major barriers in implementing the Inclusive Education policies. Revised thinking has, thus, led to a re-conceptualisation of the concept of 'special needs'. This view implies that progress is more likely if we recognize that difficulties experienced by differently able pupils result from the ways in which schools are currently organized and from rigid teaching methods. It has been argued that schools need to be reformed and pedagogy needs to be improved in such a way that will lead them to respond positively to pupil diversity, seeing individual differences not as problems to be fixed, but as opportunities for enriching learning.

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## **4.1. Objectives**

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Upon Completion of the unit, you will be able to -

- ❖ identify the need for collaboration and partnerships in promoting inclusive education;
- ❖ recognise the barriers to collaboration;
- ❖ undertake the resource mapping for initiating collaboration and partnership; and
- ❖ describe the strategies for managing support for inclusion through collaborative actions.

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## **4.2. Concept of partnership and collaboration**

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As a teacher you know that learners in your classrooms are of different learning abilities, and thus they require individual support for their respective learning. It is well known that, approximately, over the last three decades, school populations have become increasingly diverged, with learners coming from a broad range of cultures, socio

economic backgrounds, home-language environments and family structures, as well as having a varied range of abilities (Meadan & Konda Amaya, 2008). Providing a quality education for all learners in an inclusive setting is therefore, acknowledged as the most challenging issue in education today (Amer, et. al., 2009).

Partnership is a relationship created through expressed or implied commitment between/ among two or more parties who join together to achieve common goal through their abilities or assets to accomplish that.

**It works best when:**

- i) the common goals are better achieved together than separately;
- ii) an evident and tangible benefit to all partners;
- iii) effective fund raising tools are in place;
- iv) good governance practices etc.

Collaboration is an open and inclusive process, a tool to engage a broad array of diverge entities to come together to find solutions for any issue/ problem. It is also a decision-making tool to find the best creative outcome on that issue / problem. Partnership with collaboration is a decision-making process when the problem is huge and beyond capacity of an individual or a group to handle. There is no right way to collaborate to solve any problem, but putting your heads together you will feel more comfortable with the problem.

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### **4.3. Areas of partnership and collaborations to promote IE**

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There are five areas that professionals have identified as the areas for partnerships and collaboration:

- i. **Core values** are the fundamental principles for an education system that welcomes all learners whatever their difference or learning style. These values are the starting points of an education system that will be inclusive and accessible to all. An illustration is given below:

Table-1: Areas of Collaboration-I

Categories	Examples	Strengths
Diversity enriches and strengthens all communities	Positive welcome for all cultures, children and families	School system adjust to the potential of children
Learner's different learning styles and achievements are equally valued, respected and celebrated by the society	Individual educational plans for all children	Differentiation of curriculum and learning: curriculum encourages more effective learning commitment to student, empowerment and peer to peer support
All learners be enabled to fulfil their potential by taking into account individual requirements and needs Support to be guaranteed and fully resourced across the whole learning experience. All learners need friendship and support from pupil of their own age. All children and young people be educated together as equals in their local communities. incompatible with segregated provision both within and outside mainstream education.	Environmental and school accessibility: ecological approach, inclusive community spirit	Schools which have an Ecological commitment - focus on the natural world and community life

- ii. International law, policy and obligation highlight the legal and policy frameworks that support a progression towards an education system that is inclusive of all differently able learners. The law or policy could be national or local and be applicable to national agencies (viz., Government, local authorities, municipalities etc.) or education providers (viz., schools or colleges) or education professionals (such as teachers, support staff psycho-social professionals). For example, the international policy is given below:

Table-2: Areas of Collaboration-II

Categories	Examples	Strengths
UN Convention on the Rights of Persons with Disabilities	legislation according to new needs and challenges and evolution	International accountable and measurable progress framework Professionals can be involved in submitting an Article 24 Progress report to the UNCRPD Monitoring Committee
UN Convention on the Rights of the Child	The UN Convention on Rights of the Child is on wall of each school 'Something for everyone' posters is displayed everywhere in the school	Children and staff become familiar with a culture of Human rights which leads to greater aspiration and inclusion for all

iii. Leadership and persuasions focus on the role that plays in progressing inclusive education. Leadership can come from individuals such as disabled people (of all ages), family members or professionals working in education. Leadership can also come from organisations that provide education or agencies that set policy and practice. Persuasion is the activity undertaken by individuals and organisations in leadership positions and is the work they do to encourage others to have aspiration about what is possible for marginalized learners. An illustration:

Table-3: Areas of Collaboration-III

Categories	Examples	Strengths
Leadership of differently able persons	Disabled people's organisations and allied organisations leading campaigning work for inclusion in each country	Disabled people's organisations and allied organisations leading campaigning work for inclusion in each country
NGO leadership	Project partners have new commitment to promoting inclusion Dimension and power of national association	Collaboration with allies adds strength to the movement for change - working together increases confidence and aspiration for what is possible
Leadership in schools	Heading for inclusion network of head teachers Commitment to voice of the children in schools	Increased confidence amongst teaching staff to work in inclusive education methods Head teachers are made aware of



		their responsibilities The teachers think beyond the school system; creativity of teachers, autonomy actors
Parents as leaders	Parent led associations to promote the voice of families	High levels of parental involvement and radical leadership of parents
Professionals as leaders	Special educational needs coordinator in each school is a requirement of Education Codes of Practice University research centre influences inclusion policy	Child focused education system - young voices are valued/ leadership of young people -commitment to democratic learning mirrors the country's commitment Professionals will benefit from accessing evidence of 'what works' to develop their inclusive education practice.

iv. **Empathy and understanding** focuses on the change that is required both in individual and in the culture within organisations and agencies. It is the change in people's and organisational attitudes, thinking and behaviours that will create the paradigm shift necessary to facilitate inclusive education. An illustration is given below:

Table-4: Areas of Collaboration-IV

Categories	Examples	Strengths
School ethos	School based ethos of Welcoming all kind of Diversities Open attitude of teachers 'Can Do' approach of teachers and support staff Revolution not evolution has led to system change Non-discrimination and equality approach supported by legislation School based ethos of working, playing, living Togetherness encourages Empathy and understanding Adapting the rules so that everybody can succeed Recognising 'gifts' of every child - all	The inclusion of children from different cultures/ backgrounds will bring about a changes in wider societal attitudes. The presence of inclusive education leads to a culture of sharing and openness to others The supportive school community helps in the individual's development: viz., collaboration after school - community life learning, collaboration with local services Learners are listened to by teachers in terms of their individual learning plan Culture of respect between

	<p>children are equally valued Continuity of education good transition into Adulthood Student led discussion groups set up by schools on various topics – taking a holistic approach to Education</p>	<p>learners and teaching staff Open and non-judgemental attitude to 'behaviour This encourages student to student support (peer to peer) and stronger friendships Varying length of school day creates the best learning environment for children This approach encourages a sense of partnership and mutual respect between teacher and learner.</p>
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- v. Problem solving is the practical strategies related to examples of problems that work in terms of the inclusion of disabled learners in schools and colleges. This section identifies practical examples that professionals saw when visiting different schools. An illustration:

Table-5: Areas of Collaboration-V

<b>Categories</b>	<b>Examples</b>	<b>Strengths</b>
Relationship building	Friendship bench in UK that encourages the intentional building of relationships between young people	Children develop an understanding of the role they play in supporting others Friendship increases confidence which in turn supports a greater willingness to learn

<p>Effective learning</p>	<p>Learning improves if Individual interests are encouraged Good curriculum differentiation Learning measured against individual progression rather than standardized measure</p>	<p>Children will learn more effectively if their interests are recognised and valued. Recognising and supporting different learning styles will enable disabled children to participate more effectively. Flexible methods of measuring learning progression support the inclusion of disabled learners because it does not measure against a non-disabled norm.</p>
<p>Flexible teaching</p>	<p>Teacher/learner meet weekly to assess learning needs Good Gender mix for teachers in schools at all levels Equal value given to academic and non-academic subjects for learners of all ages</p>	<p>Teamwork within schools and in partnership strengthens confidence and learning. A regular meeting between learners and teaching staff builds a relationship based on respect and trust. Teacher training: compulsory</p>
<p>Support for Learning</p>	<p>Good understanding of the purpose of lessons for all Introducing alternative pedagogy (e.g. Step by step method -individual learning plans) Support teachers assigned to the class and not to the pupil</p>	<p>Module for all teachers that fosters a culture so that everyone feels involved. Many teachers are now seeking opportunities to develop skills in inclusive teaching methods. This creates a more holistic approach and does not stigmatise individual learners who may need additional support in the classroom.</p>

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## **4.4. Barriers to Inclusion**

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In the present context, what do we find about the effective inclusion? Inclusion appears mostly at the government policy level rather at the level of implementation. While the policy states that all children should go to school for quality education and government are also trying to enforce that, but in many cases, quality learning for all is not taking place, which is contradictory to the vision of inclusive education. The reasons behind the non-implementation of the inclusive education in India are the existence of some barriers.

Since the passage of The Persons with Disabilities (PWD) Act in 1995 and subsequent implementation of various policies and programs by the Indian Government to enhance the participation of learners with disabilities in regular schools, there has been a steady growth of inclusive education. Such initiatives, however, have placed new demands on schools, especially on teachers who have the major responsibility for implementing inclusion at the classroom level. Literature from other countries indicates that for inclusion to be successful, it is essential that classroom teachers' concerns about implementing such programs be identified and systematically addressed. Unfortunately, there is a paucity of research about teacher concerns regarding inclusive education in India.

**Major barriers to collaboration to promote inclusive education are discussed below with examples:**

### **i. Lack of trained teachers**

According to Ravi, a school teacher, “We, the teachers were never given any training to teach learners with special needs. We are teaching all kinds of children but in reality do not possess skills for teaching them. The school management and school principal must ensure that all teachers get in-service training and guidance for teaching special needs learners. The trained teachers must be rewarded or adequately compensated and encouraged to go through the training for successful inclusive education programs in

schools. National Council of Educational Research and Training (NCERT) must also prepare a team of master trainers who should offer training to the teachers for assisting them to learn the techniques of teaching special needs learners."

Teachers have a crucial role to play in the successful implementation of inclusive education. While it has been common to assess and provide support for the needs of the learner, the support needs of the teachers is often overlooked. Ravi, a young math teacher expressed his anguish on the issue of unskilled teachers and suggested that all teachers must be provided with relevant in-service training.

### **ii. Lack of inclusion policy in the school ethos**

Rakesh, a postgraduate teacher was concerned that teachers do not know the goals and objectives of the special needs learners as there was no policy in the school ethos. Those learners also have the same curriculum as those learners without special needs. According to Rakesh, "We are, perhaps, doing injustice to special needs learners in our schools as we have no policy and no guidance about their goals and objectives. In the absence of a policy, no program can be implemented successfully. We are not trained and skilled and therefore are working in dark.

The school management and principal should collaborate to make a policy for a successful inclusion program in the school."

### **iii. Lack of differentiation in instruction**

Sripada, a very senior teacher commented on the same curriculum structure in their classes suggesting that the alternative is unnecessary stated, "Special programs and regular education programs must be allowed to collectively contribute skills and resources to carry out individualized education plans based on individualized educational needs but we teachers do not have any time and any idea to distinguish the two curriculums for the two sets of learners sitting in our classes. The learners are given the same assignments, same tests and the same question papers in the examinations. We are

simply trying to do uniformed education. NCERT must ensure that there is a national curriculum for different types of disabled learners based on the severity of disability.”

In India, there exists not a common curriculum in different states and therefore becomes difficult to make adaptations for children with special needs. In addition, curriculum planning for inclusive education is much neglected by educators as being unnecessary.

#### **iv. Parental pressure**

Lalitha, a senior language arts teacher expressed her concerns, "Some parents interpret rigid rules and eligibility requirements to which the schools must adhere to as an indication that school officials are not willing to help their child. Other parents feel that the school actively discourages their participation in shaping educational programs for their children. We have also seen that conflicts arise when the school perceives the parents' requests for services and a stronger voice in decision making as being excessive, costly and inappropriate."

#### **v. Teacher anxiety**

Many teachers were not sure whether inclusive education was a success in their schools. The teachers expressed their concerns about having stress and anxiety while including special needs learners in their classrooms.

Rohit, a young teacher was also concerned about teachers' burn out due to inclusion and suggested that the Ministry of Education must prepare the teachers for this purpose. He commented, "Many of us are not trained in teaching special needs learners and sometimes have to face some maladaptive behaviour such as tantrums, aggression, self-injury and avoidance or neglect of the teachers. Sometimes they throw chairs on other learners. This is really very stressful for the teachers. Ministry of Education must conduct seminars to help the teachers and encourage them to have integrated practices in the school. The teachers must be adequately prepared to welcome and teach the special needs learners in their classes".

## **vi. Negative attitudes**

Sushila, a senior Language Arts teacher talked about the negative attitudes of teachers as a major barrier to inclusive education. According to her, the learners with special needs deserve better and the teachers having negative attitudes towards inclusive education must be prepared and trained by the school principal and other staff to improve their attitudes. According to her, the teacher is a central figure in inclusive education.

Many teachers in ordinary schools have do not knowledge or skills with regard to teaching special needs learners. Some are perhaps directly negative, others only confused and afraid, still others overlook or overprotect the pupil. I would like to point out one dangerous and frequent effect of these varying negative attitudes. The teacher's expectations regarding the pupil's achievement are far too low. We all need to fulfil expectations of those learners who have special needs. It is a major responsibility of the school principal to ensure that classroom teachers do not exhibit negative attitudes towards the special needs learners.

## **vii. Fear of failure in maintaining academic standard**

Om, a teacher of a primary school stated, "Segregation and inclusion may be thought of as opposite poles on a sliding transition scale. Those teachers, who hesitate to include intellectually slow children into their classrooms and are scared of fall of their academic results, must be informed by school administration that the results of the special needs learners would not be affecting their overall achievement and that those teachers must be awarded who include those learners into their classrooms."

## **viii. Lack of professional development of the teachers**

Tina, a veteran Language Arts teacher believed that lack of professional development for teachers is one of the biggest barriers to inclusive education in schools. She added, "The dominant training-and-coaching model which is focused on expanding an individual repertoire of well-defined classroom practice is not adequate to the conceptions or

requirements of teaching embedded in present reform initiatives which includes special learners as well.

The Ministry of Education must endeavour to provide professional development to all teachers so that they understand the concept of inclusive education and are ready for including special needs learners."

In recent years, professional development for school teachers has come to be seen as a key component of inclusive education reform agenda. In traditional school schedules, sufficient time for this kind of teacher activity is not normally integrated into the school day. Professional development today also means providing occasions for teachers to reflect critically on their practices.

#### **ix. Ignorance of parents**

Amitabha, headmaster of an elementary school focussed on ignorance of parents as a significant barrier to inclusive education, as learners and parents do not know about their rights and opportunities. According to him, "In our schools we see only a few special needs learners. These learners like to sit at home as they do not know about their rights.

The school management and school principals must not close the gates of the school for any special needs student. The Department of Education, New Delhi must reserve a few seats for special needs learners in each and every school. Also, school principals must be obliged to give admission to special needs learners."

Right to admission in an educational institute under Articles 14 and 21 of the Constitution of India is a fundamental right. Even as Articles 32 and 39 of the Persons with Disabilities Act, 1995 clearly pronounces that every academic institution is bound to reserve 3 per cent of the seats for learners with disabilities, this seems to have been ignored by most of the self-financed institutions in the state (Express India, 1st Feb. 2009). There are various institutions in India where learners with disabilities are denied admission.



#### **x. Lack of proper infrastructure**

Mamata, with five years of teaching experience, seemed to be very concerned about the state of infrastructure in her school. According to her, this prevented many learners with special needs in participating in various school activities. She commented, "They (special needs learners) do not feel comfortable sitting in the classroom when their class is enjoying a television program in library on the second floor. They cannot go there in their wheel chairs as we do not have any lifts in the school."

#### **xi. Financial limitations**

Savitri, a young female teacher felt that financial limitations did not allow the schools to buy the resources that would support special needs learners' learning. She revealed, "The latest technology which should be available for special needs learners is not available in our school. For example, the hearing impaired learners can learn from computer technology but we are not able to purchase this because of financial limitations."

#### **xii. Large class size**

Sushil, a senior Language-Arts elementary teacher believes that inclusion could be more successful if they had smaller class sizes in their schools, where fifty learners in a class is a norm. Sushil suggested, "The issue of small class size and the quality of one-on-one interaction between teachers and learners with disabilities becomes further irrelevant when the real issue in many classrooms is the struggle to acquire the foundations of literacy amidst a paucity of resources and aids required by the child.

For many years India has had a huge population and Indian children have studied in large classes with limited resources. In the Indian context where resources are scarce, large class sizes are a further blow to inclusive education."

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### **4.5. Planning for collaboration**

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Learners with special and exceptional needs, by and large, are placed in inclusive learning settings, more frequently than in the past. For general educators with a limited

special needs education background, this can often be anxiety provoking and stressful. Every teacher wants to provide the best instruction and education for his/ her learners. Special education teachers or teachers with special training to deal with Children with Special Needs CWSN can provide supports to general education teachers, especially when we share responsibility of learners with special needs. I working with CWSN to ensure that all learners have the necessary resources in order to be successful, and those they themselves can grow and learn as a teacher.

**Five planning strategies that may be successful for working with learners in the inclusive classroom are discussed below:**

**i. Get to know your learners' Individualized Education programme (IEP)**

Upon receiving notice that a student with special need is entering your class, it is important to connect with that student and his/her parents. You, as a teacher, should receive a brief synopsis about the IEP, often referred to by medical practitioner, special teacher, therapist or related information be collected to take decision about his/ her IEP. This will detail the specific services and supports for each of the student, as well as any physical accommodations and modifications that are suitable for them. There may be the school counsellor, for a student with an IEP it would be either the Special Education Teacher or Resource Specialist.

**ii. Implement Universal Design for Learning (UDL)**

It's an approach to curriculum planning and mapping that makes learning engaging and accessible to a wider range of learners with different strengths and needs. UDL builds on Howard Gardner's theory of multiple intelligences, in that it calls for teaching to utilize multiple modalities, and for learners to respond to learning with a variety of assessment tools. Educators that recognize the importance of UDL realize that we all learn and express ourselves in different ways and that in order to assess skills we need to be allowed to use our strengths, while practicing our areas of need at the same time. (Ref. CAST's Website)

Take Action: View the video and reflect on your teaching practices. How are you engaging learners? How do learners show what they know? How are learners presented with material?

### **iii. Support Important Life Skills**

As a seasoned educator, when I hear the term 'life skills', I often think of tasks that are performed by our more severely disabled learners, many of whom are not in a general education environment. When I do this, I am somehow changing my learners, many who lack very necessary skills they need in order to be a productive and contributing member of the society. Many general education mainstream learners cannot perform the following simple tasks:

- i) telling time from an analogue clock
- ii) writing a simple letter
- iii) signing their name in cursive
- iv) note taking and study skills

### **iv. Engage in collaborative planning and teaching**

No classroom is an island, especially an inclusive classroom. Opening up your room to service providers, paraprofessionals, special education teachers, and parents gives you valuable opportunities to participate in collaborative teaching. Collaborative teaching looks differently depending on what school, level, and setting you are working.

### **v. Develop a strong behaviour management plan**

Having a successful inclusive classroom depends upon having control of your classroom. It is essential to have clearly communicated expectations and goals, which are accessible to all learners. Your classroom environment should be tailored to better suit diverse learners' needs. With learners' and specialists' input, create a checklist or action plan for learners.

**Some specific behaviour management strategies that may support effective instruction are:**

- a) Posting daily schedules
- b) Displaying classroom rules and expectations
- c) Encouraging peer to peer instruction and leadership
- d) Using signals to quiet down, start working, and putting away materials.
- e) Checking in with learners while they work
- f) Utilizing proactive rather than reactive interventions as needed
- g) Speaking to learners privately about any concerns
- h) Employing specific, targeted positive reinforcement when a student meets a behavioural or academic goal.

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#### **4.6. School based approach to collaboration**

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The most challenging and critical aspects of Inclusive Education development in terms of inputs are: (i) Rate of Student Access, Retention and Drop-out; (ii) Study Findings Identifying and Encouraging Children to go to Schools; (iii) Background of Socio-economic Conditions of Learners; (iv) Attitudes towards CWSN and SEN; (v) General and Special teachers' Work Conditions; (vi) Adaptation of Flexible, Adaptive and Functional Life-skills based curriculum relevant to learners' lives.

Researchers suggest that Inclusive Education programmes should look for improvements in terms of contextual factors, viz., individual, family, community, organization, and government. Specific indicators may include presence, participation, choice, respect, knowledge, skills etc. School based approaches may be of following types:

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##### **4.6.1. Professional Partnership for Interdisciplinary Services**

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Educating all learners with disabilities in general education requires a supportive frame work for collaboration between general and special educators. Such a framework is

found in the education reform and restructuring literature, which advocates practices, such as team teaching, interdisciplinary curriculum, and block scheduling.

Many strategies to provide special education and related service support within the context of general education have been evolved during the past two decades. These strategies are parallel to the best practices in general education of reforming and restructuring. Three key strategies are described below, with specific applications to related services.

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#### **4.6.2. Collaborative Teaching Programmes**

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Mc Hatton and Daniel (2008) suggest that implementing co-teaching at the pre-service level forces a paradigm shift and changes the way courses are delivered with collaborative teaching across disciplines. Nevin et al. (2009) reviewed collaborative teaching for teacher educators and concluded that collaborative teaching for inclusive education is more effective than the individual teaching.

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#### **4.6.3. IEP Based School-Parent Partnership**

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An IEP defines the individualized objectives of a child who has been determined to have a special need as defined by RCI of India. The IEP is intended to help children reach educational goals more easily than they otherwise would. In all cases the IEP must be tailored to the individual student's needs as identified by the IEP evaluation process, and must especially help teachers and related service providers (such as paraprofessional educators) to understand the student's disability and how the disability affects the learning process.

The IEP describes how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively. Developing an IEP requires assessing learners in all areas related to the known disabilities, simultaneously considering ability to access the general curriculum, considering how the disability affects the student's learning, forming goals and objectives

that correspond to the needs of the student, and choosing a placement in the least restrictive environment possible for the student.

Parents can also play a number of important roles in their relationship with their child's school-organization members, care providers, political advocates, and facilitators of professional decisions. This digest examines the special roles of parents of children with disabilities in planning for the education of their children and discusses how educators can work effectively with parents to create meaningful individualized education programs (IEPs). The involvement of parents in the IEP process has many benefits:

- (i). Increase the teacher understands of the child's environment,
- (ii). Add to parents' knowledge of the child's educational setting;
- (iii). Improve communication between parents and the school;
- (iv). Increase the understanding about the child;
- (v). Increase the likelihood that, with improved understanding between home and school, mutually agreed upon educational goals will be attained.

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#### **4.6.4. Teachers Network on IE- Online Resource Sharing**

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Inclusive education works when children and young people learn together and thus it benefits everyone and friendships, respect and understanding can be built. There are various links to other inclusive education groups for learning, lobbying and inspiration.

#### **Self-Assessment Question**

Answer the following questions each within 40 words

**Q.1.** What do mean by CWSN?

**Q.2.** State the concept of IEP.

Please check your answer with the answer given at the end of the unit

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## **4.7. Resource Centre Network Support/Partnership with Agencies**

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The right to live with dignity and self-respect as a human being leads to a continuous analysis of policies and services aimed at marginalized sections. UNICEF's Medium-Term Strategic Plan for 2002-05, in line with the Convention on the Rights of the Child, demands that 'all children should have access to and complete an education of good quality'. Several initiatives by Governments, NGOs, INGOs, UN agencies and others have addressed the special education needs of children with disabilities, and some have successfully demonstrated examples of special and inclusive education.

After independence, the Indian Constitution directed the state to ensure provision of basic education to all children up to the age of 14 years. The education of people with disabilities was, however, not explicit in the early constitutional provisions except for guaranteeing similar rights for people with disabilities as other members of society.

The Rehabilitation Council of India Act, 1992 initiated a training programme for the development of professionals to respond to the needs of learners with disabilities. The enactment of the People with Disability Act in 1996 provided legislative support. This act makes it mandatory to provide free education to children with disabilities in an appropriate environment until the age of 18 years. In 1999, the Government passed the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act for the economic rehabilitation of people with disabilities. These acts have been instrumental in bringing about a perceptive change/improvement in the attitude of government, NGOs and people with disabilities. In recent years, two major initiatives have been launched by the government for achieving the goals of universalization of elementary education (UEE): the District Primary Education Programme (DPEP) in 1994 and the Sarva Shiksha Abhiyan (SSA) in 2002.

Programmes launched in the recent past have been able to make only a limited impact in terms of increasing the participation of children with disabilities in formal education. This situation needs to change; a focused effort is required. Keeping in view recent

initiatives on inclusive education, a comprehensive review is necessary to help in better understanding the present status of education of children with disabilities, and how inclusive education can be promoted:

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#### **4.7.1. Working in Early Intervention**

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In the context of the Developmental Systems Model of early intervention, the principle of inclusion represents all efforts to maximize the participation of children and families in typical home and community activities (Guralnick, 2001a). Although inclusion is often thought of in the context of encouraging interactions between children with and without disabilities, it is conceptualized in the broadest possible manner as a core principle in the Developmental Systems Model. The ideological and philosophical rationales for a principle that encourages full participation of all children in community life are important in their own right, but failure to translate this principle into practice within the early intervention system will likely have numerous adverse consequences on children's development, including limiting the full range of stimulation that children can experience, restricting social and educational learning opportunities, and perhaps creating low expectations for achievement (Guralnick, 2001b).

For preschool-age children, the law required that every effort be made to ensure that children with developmental delays fully participate with their typically developing peers in early childhood programs. But again, inclusion as a core principle in a developmental systems framework has broader implications ( Guralnick, 2001a).

Unfortunately, powerful forces continue to exert pressure towards isolation and separation when a child has a disability. Despite considerable progress over the years, negative attitudes at all levels of the community still surround children with disabilities (Stoneman, 2001), and state administered early intervention programmes have failed to meet most reasonable contemporary goals for inclusion (Guralnick, 2001). But, it is also the case that family patterns of interaction involving a child with a disability can increase the risk of isolation from peers and from community activities and limit a child's



participation in the life of his or her own family. For example, families of children with disabilities (Guralnick, 1998) often need information with respect to reading their child's cues or adjusting to their child's limited expressive language to achieve the proper development-enhancing balance in their relationship.

These circumstances may even lead families to select unnecessarily restrictive early intervention alternatives such as a segregated preschool educational programme.

Accordingly, as these examples illustrate, stressors created by a child's characteristics can affect family patterns of interaction (e.g., parent-child transactions, community experiences organized by parents) that influence a child's inclusion in home and community life and may adversely influence a child's development as well. A similar process operates for stressors on family patterns of interaction whose origins are linked to the characteristics of the families themselves. For example, families experiencing mental health problems or who have limited financial resources or social supports are far more likely to lack the ability to negotiate community life in a manner that orchestrates appropriately stimulating experiences for their child or the ability to engage in parent-child transactions during family routines that are enjoyable and developmentally enhancing (see Burchinal, Roberts, Hooper, & Zeisel, 2000; Sameroff et al, 1987).

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#### **4.7.2. Special Educational Services**

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##### *Inclusion of Learners with Special Educational Needs:*

Post-Primary Guidelines is designed to assist schools in providing appropriate education for learners with special educational needs.

The policy in relation to the education of children with special educational needs recognises the need for a continuum of provision for these learners, ranging from full-time enrolment in ordinary classes in mainstream schools to full-time enrolment in special schools. Arising from the wishes of parents to have their children educated in an inclusive educational environment, there has been a notable increase in recent years in the enrolment of learners with special educational needs in mainstream post-primary

schools. In parallel, the allocation of additional teaching and care staff to schools to assist in the education of these learners has also increased significantly. The Guidelines are designed to provide best practice guidance in relation to the education of learners with special educational needs within the present legislative framework. The publication of the Guidelines is also a response to requests from school management authorities and teachers for guidance and support in relation to the education and inclusion of these learners.

Significant challenges in relation to the inclusion of learners with special educational need arise for schools, for example from the requirement to provide a subject-centred curriculum, the preparation of learners for state examinations, and the "points race". Learners meet many different teachers during the school day and school week, while teachers similarly may teach a wide range of class groups. It is recognised that in general, post-primary schools are responding purposefully to the challenges presented by the increased enrolment of learners with special educational needs. The Guidelines build on existing good practice and put forward suggestions for how practice can be further developed in the future.

The Guidelines advocate a whole-school approach to policy development and implementation. Such an approach makes it possible for the management and teachers to work within a coordinated policy framework and to contribute effectively to the provision of appropriate education to learners with special educational needs. Advice is provided in the Guidelines on the role of each staff member in the school and the means by which they can collaborate effectively with one another, with parents and with outside agencies in the provision of education for learners with special educational needs.

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#### **4.7.3. Therapeutics/Rehabilitation Services**

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Therapy services contribute to the lives of people with disability, supporting them to reach their potential, enjoy meaningful relationships and participate in their chosen communities.

The benefits of therapy can include - (a) promoting individual and family health and wellbeing; (b) supporting the development of skills and independence in areas such as communication, mobility, daily living and behaviour; (c) preventing, minimising or remediating existing or emerging disability; (d) developing or enhancing meaningful relationships; (e) encouraging community inclusion and participation.

In some cases, therapy may be delivered in school settings, which will require positive relationships between therapy and education providers.

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#### **4.7.4. Sports and Recreation**

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For many years, there has been a growing awareness of the social, physical and health benefits of citizen participation in community sports and recreation. People with disabilities, their families and caregivers are also seeking these benefits and are increasingly seeking access to their local sport and recreation providers, with varying degrees of success.

The countrywide strategic framework for inclusive sport and recreation is the first step towards achieving this aim. The framework has been developed through widespread consultation with a range of groups, including people with disabilities, state and local government agencies, state sporting associations, disability recreation providers and mainstream sport and recreation providers, and represents a shared vision for inclusive sports and recreation. The framework has been built from the goodwill and cooperative relationships between these groups, with developmental direction from a broad Industry Reference Group. Successful implementation of the framework largely depends upon the level of commitment to its Vision and Values by all groups, including the broader community, private and industry partners, and State and local government agencies.

As disability intersects with gender, ethnicity, aboriginality, cultural and linguistic diversity and socio-economic status, it is important that all members of the sport and recreation community develop practices, attitudes and skills that can effectively incorporate this rich diversity at the local community level. In turn, the development of

inclusive services should have broader benefits to other community members who have been unable to enjoy the benefits of community sport and recreation.

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#### **4.7.5. Assistive Devices**

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The school should provide for a wide range of incentives and interventions for the education of children with disabilities. These include preschool training, counselling for parents, allowances for books and stationery, uniforms, transport, readers and escorts, hostel facilities, and other assistive devices. The scheme provides one special teacher for every eight children with disabilities, community involvement, and is source room in a cluster of eight to 10 schools. A number of voluntary organisations are implementing the scheme in different states.

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#### **4.7.6. Parent Associations/Disabled Persons Organization**

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In 1960s various parents' organizations for children with officially unrecognized disabilities sprang up. This was due to insufficient laws and government policies to respond to the needs of specific laws and government policies to respond to the needs of special disability and also the parents' recognition of the importance of organizing themselves to share their own problems. The following organizations were formed and began taking actions: Parents' Association for Children with Speech Impairment, Organization to Protect Children with Heart Disease, Parents' Association for Congenital Abnormal Children, National Association of Sisters and Brothers who have Mentally and Physically Handicapped Siblings, National Association to Protect Children with Severe Mental and Physical Disabilities, Federation of Families' Organizations with Mental Illness, Parents' Association for Autistic Children.

#### **Self-Assessment Questions**

Answer the following questions each within 40 words

**Q.3.** What is meant by early intervention of differently abled learners?

**Q.4.** What do you mean by rehabilitation of differently abled learners?

Please check your answer with the answer given at the end of the unit.

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## **4.8. Building Community Partnership**

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Communities in reality are bogged with tough problems. Youth violence, poor school performance, children without caring parents, the lack of real opportunity and many more -each of these challenges is to be addressed for taking any measure for the promotion of the society. Challenges are complex at the same time those are important, and they will not go away quickly. But communities around the country have made progress on these issues. The core lesson, the fundamental truth, and the bottom line are that a partnership was at the heart of each successful effort. Every player community-based organizations, local government agencies, the business community, neighbourhood organizations, and individuals are important.

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### **4.8.1. Maximizing Community Resources**

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Schools have responsibility for maximising the learning outcomes and wellbeing of all learners and for providing access to a high-quality education that is free from discrimination. All children are entitled to quality education experiences. Learners should feel that they are included in an environment of high expectation where they are both abled and enabled to learn.

At the core of inclusive education is the human right to education for all, which is pronounced in the Universal Declaration of Human Rights in 1948 (UNESCO). This resource supports inclusive education.

Inclusive education means that all learners are welcomed by their school in age-appropriate settings and are supported to learn, contribute and participate in all aspects of school. Inclusive education is about how schools are developed and designed, including classrooms, programmes and activities so that all learners learn and participate together. In order to create an inclusive environment, changes and modifications may need to be made to help a student or group of learners participate on the same basis as other learners. The changes or modifications made will reflect the assessed individual needs of the student and can be made in both the classroom and whole school setting.

Modifications are often referred to as adjustments to meet individual needs. Adjustments can be made to a range of areas to support an individual student, including but not limited to the way that teaching and learning is provided, changes to the classroom or school environment, the way that learners' progress and achievements are assessed and reported to parents, the provision of personal care and planning to meet individual needs, as well as professional learning for teachers and support staff.

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#### **4.8.2. Public Private Partnership (PPP) Model**

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Education is a fundamental sector that every country needs to develop but governments in developing countries have limited resources for it. They face difficulties in providing quality education services that take into account individual and community diversity. This has resulted in greater involvement of the private sector including non-government organisations, business corporations and communities in the finance and management of services.

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### **4.9. Let us sum up**

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Disability is seen as a developmental issue in any economy, as the disabled group is often being marginalized due exclusion from the society and thus leading to poverty. Inclusive Education approach doesn't only provide the basic human right to education but also dignity which is often being linked with the socio-economic status. It is seen as a device for both access and quality education which are also fundamental aspirations of EFA and MDG action frameworks. Through, inclusive education the learners gets a chance for not only getting into the system but also a support to complete it successfully. Inclusive education results in improved social development and academic outcomes for all learners as it provides opportunity to get exposed to the real world which leads to the development of social skills and better social interactions. It also provides platform to the non-disabled peers adopt positive attitudes, tolerance. An important prerequisite for inclusive education is have respect for differences, respect for different learning styles, variations in methods, open and flexible curricula and welcoming each and every learner.

A success of any learner is dependent on both school and community, but, both of them poses barriers in the implementation of the inclusive education policy. These barriers are both external and internal in nature and in order to facilitate inclusive education there has to have a modification in the environmental conditions, which includes the physical changes in the school buildings and increased number of schools. Apart from that, very importantly there is a need to change the negative attitudes and more responsibility towards learners with special needs, which can be brought about by policy changes.

There is a need to provide proper training to the teachers dealing with the diverse needs of the learners, applying appropriate individualized pedagogy and assessment system. Also, this training must be continuous. Barriers to access and success can be viewed in physical as well as structural sense. But more than that, it is the curriculum, the pedagogy, the examination and the school's approach, which create barriers. Unless these unseen barriers are taken care of, access to all children and an assurance of success to all would remain a far cry. The inclusive education movement, combined with technological development and a new approach to open schooling has come at this crucial juncture. Countries and school systems choosing a holistic approach to access and success are more likely to succeed in reaching education for all.

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#### **4.10. Answers to Self-Assessment Question (SAQ)**

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**Answer to the question no. 1.**

Children with special needs.

**Answer to the question no. 2.**

IEP means Individualized Educational Programme. The IEP describes how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively.

**Answer to the question no. 3.**

Early Intervention of differently able means if there is any kind of abnormalities found in the process of growth and development of the newborn which needs to be addressed as

early.

**Answer to the question no. 4.**

Rehabilitation services contribute to the lives of people with disability, supporting them to reach their potential, enjoy meaningful relationships and participate in their chosen communities.

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## 4.12. Unit End Exercises

1. What do you mean by partnership with collaboration?
2. Why partnership and collaboration are important in the promotion of inclusive education.
3. Mention any five barriers to inclusion.
4. Discuss financial limitation as an important barrier of inclusive education.
5. Why promotion of inclusion in a classroom should be planned strategically?
6. Mention any two planning strategies that may be implemented in the inclusive classroom.
7. What is meant by CWSN?
8. Write the functions of PPP model
9. Why early intervention of person with disability is important?
10. Write the roles of sports and recreation in the life of person with disability.

## Reflective Exercises

### Activity .4.4

(Lack of inclusion policy in the school ethos, negative attitude, large class size)

Categorise the above barriers for inclusive education into the following groups:

Infrastructural	Policy Related	Attitudinal

**Take Action: 4.5. I.**

Check and make sure you have current documents for learners in your class. Make a chart with what services each student receives and how frequently. Make note of their next IEP meeting date. If you haven't started one yet, start a folder for student work samples-this will make the Special Educator's job that much easier.

**Take Action: 4.5, II.**

Find or create a survey for your learners to gauge what essential skills they have, and what they need. How can you incorporate instruction in these skills into your everyday schedule?

**Take Action: 4.5 V.**

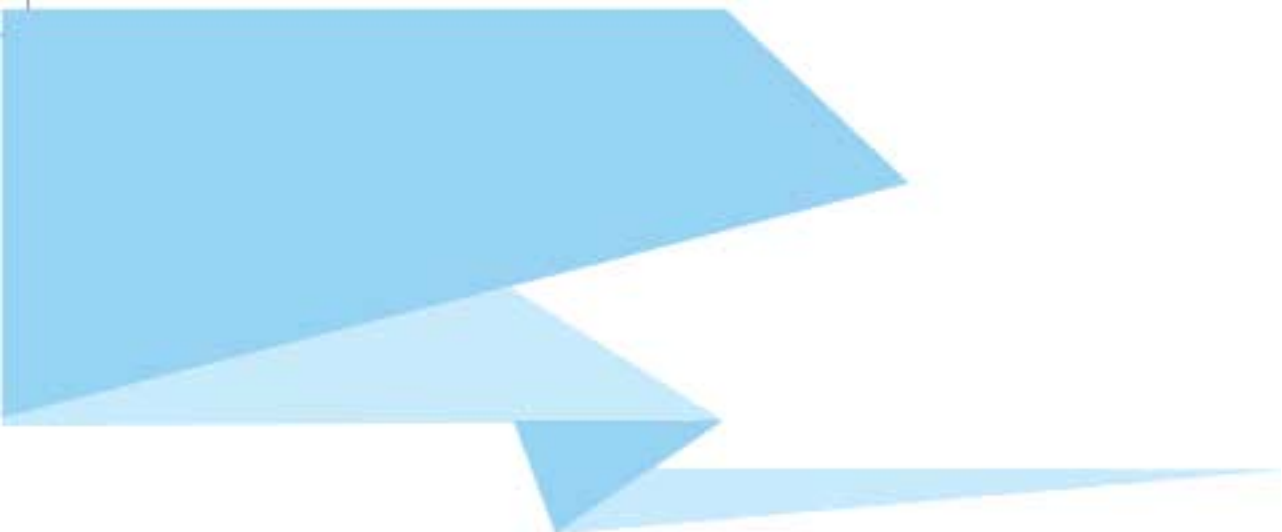
Look through student IEPs to see if any student has a formal Behaviour Intervention Plan (BIP). Consult with your Special Education teacher for resources on how to establish and strengthen behaviour management in your classroom. If possible, have the Special Education teacher observe and give feedback.

1. Check the current documents on most significant behaviour specification for each of the learners in your class.
2. Make a chart with what services each student receives and how frequently.
3. Make note of their next IEP meeting date.

**Take Action: 4.5, IV.**

Try to find a common time to sit and meet with your grade-level Special Education teacher. How can you work together to improve student learning? Draft a plan to hand to your administrator; perhaps you can receive a stipend for your planning time!





ISBN : 978-93-82112-60-0



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Published by: **Netaji Subhas Open University**, DD-26, Sector-I, Salt Lake, Kolkata  
700 064 & Printed by : Radhakrishna Printing House, Ghoshpara Bazar, Kalyani Nadia, 741235

