



## PREFACE

Dear Readers,

Children are special gifts we need to treasure. Some of them are extra special, and this edition is dedicated to those extra-special kids who need to be handled differently. Their needs and learning ability need to be addressed with compassion, yet firmly so that they too can walk the path of life with as much confidence as the others do.

We help teachers understand such extra-special children vis-à-vis their abilities and how to deal with them when they are a part of an Integrated Learning System, which is being advocated by educationists these days.

In the 'Ideas' section we discuss how the pattern of education is moving from being "Inclusive" to being "Integrated". This is an eye-opener as the systems are changing and we are able to differentiate between the two distinct forms of education patterns where extra-special children become a part of the latter.

We come across many 'phobias' which are common and known to us. In the Words Worth section we talk of **Mastigophobia** — a fear not known to many of us.

Hope you will find this issue enlightening and informative.

Thank You!

## INSIDE THIS ISSUE:

|  |   |
|--|---|
| Cover Story - Let Us Be "Inclusive"                      | 1 |
| Words Worth  | 2 |
| Idea — Movement Toward Integrated To Inclusive Education | 3 |
| Humor At Work  | 3 |

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## Let Us Be "Inclusive"

'Ramesh 6 years who lives in Chennai went with his parents for admission into a school. The general school refused to give him admission because he had visual impairment. He went to a special school for admission. They too refused admission because of his partial visual impairment!! Does that mean that Ramesh's future dream of education end here ? To answer this question and give a ray of hope to Ramesh and all other children like him the Government of India is encouraging schools to admit children with or without disability. The purpose of education should be to ensure that all students gain access to knowledge, skills and information that will prepare them to contribute to communities and workplaces. For a long time, children with disabilities were educated in separate classes or in separate schools. People had got used to the idea that special education meant separate education. But research show that when children are educated together positive academic and social outcome takes place for all the children involved and to fulfill that, the concept of inclusive education was developed. The philosophy behind inclusive education is to promote opportunities for children to participate, learn and have equal treatment, irrespective of their mental or physical abilities. Inclusive education is a system where children with and without disabilities participate and learn together in the same classroom. Inclusive education occurs when there is ongoing advocacy, planning, support and commitment.

Inclusive education strives to address the learning needs of children with special needs, with a particular focus on those who are subject to being isolated and excluded. Inclusion is about making sure that each and every student feel welcome and that their unique needs and learning styles are attended to and valued. According to the norms the special or exceptional children included in the inclusive education are Mentally Retarded, Visually Impaired, Physically Handicapped, have Hearing Impairment, and have Learning Disabilities.

Here are key findings about the benefits of inclusive education for special children and their families:

**Families' visions of a typical life for their children can come true.** All parents want their children to be accepted by their peers, have friends and lead "regular" lives. Inclusive settings can make this vision a reality for many children with disabilities.

**Children develop a positive understanding of themselves and others.** When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of differing abilities and cultures play and learn together.

**Children learn important academic skills.** In inclusive classrooms, children with and without disabilities are expected to learn to read, write and do math. With higher expectations and good instruction children with disabilities learn academic skills.

As inclusive education is a new concept to the Indian educational system, one common question that comes to the mind is "Will the learning of students without special needs suffer because of inclusion?" The answer is "NO", it does not hamper the education of the general students. Surveys conducted with parents and teachers involved in inclusive settings show that they see no harm to the children without special needs and that they have positive opinions about inclusion.

**Friendships and Social Skills:** The most important function of friendships is to make people feel cared for, loved, and safe. Researchers have documented cases of long-lasting friendships that have emerged between students who have special needs and *typical* students,



## Let Us Be “Inclusive”



### Words Worth

#### Mastigophobia- Fear of punishment

As kids, we learn that actions always have consequences and bad actions have bad consequences. Punishment may range from physical, emotional or deprivation of something you consider important. A positive outlook or understanding regarding punishment can provide good motivation for good behaviour. When there is incapacitating fear for punishment, the person might be suffering from Mastigophobia or Poinophobia.

This fear often results from a tendency observed in others or a warning repeated by a family member. The dreaded warning usually sticks with the individual after the person who gave the warning is no longer present. The warning is usually repeated in the memory of the individual who suffers this phobia. The fear may be recognized by profound anxiety whenever a mistake is made. The individual usually fears the worst for even just a minor error.

This fear may require the assistance of a therapist. The mental chains associated with this fear are nearly impossible to break on your own.

The truth is we will all make mistakes and while there is punishment for some mistakes there is also forgiveness that can and often is extended in deference to good grace.

in which both kind students benefit. Recent research has helped in identifying three specific areas of mutual benefit for children with and without special needs who are friends with each other: (1) warm and caring companionship; (2) growth in social cognition and self-concept; and (3) the development of personal principles.

However, even when relationships remain at the level of ‘classmate’ or ‘familiar acquaintance’, versions of these same benefits have been reported in surveys of teachers and other research. Students without special needs grow in their commitment to their own moral and ethical principles and become advocates for their friends who have special needs. The development of strong personal principles will benefit students throughout their lives.

**Comfort Level With People Who Have Special Needs:** On surveys and in interviews, middle and high school students without special needs say they are less fearful of people who look different or behave differently because they’ve interacted with individuals with special needs. Parents notice the difference in their children, too. An interesting outcome is that these parents report that they too feel more comfortable with people with special needs because of their children’s experiences.

**Caring Classroom Environments:** Schools and classrooms can be structured to facilitate kindness, consideration, empathy, and compassion for others. Within a caring classroom environment, students have opportunities to learn about their classmates in ways that honor the full range of experiences that each child brings to the classroom.

### ROLE OF TEACHERS AND SPECIAL EDUCATORS IN INCLUSIVE EDUCATION

#### Curriculum Modification

Most teachers who teach in an inclusive classroom modify their curriculum to meet the needs of their special education students. Curriculum modifications can include the provision of an audio taped text, shortened assignments and summarized chapters of the textbook as well as tools such as graphic organizers and color-coded chapters to enhance a student's level of comprehension.

#### Communication

It is important for inclusion teachers to advocate the needs of their special education students by ensuring that resources such as peer tutoring, instructional assistants, team teaching and staff development opportunities are available along with consistent policies that assess the individual student's progress. Teachers also should communicate regularly with the principal to make sure that she is aware of the specific learning needs of the special education students and the academic resources that are necessary for them to experience success in the inclusive classroom setting.

#### Classroom Environment

According to Teacher Vision, successful inclusion classrooms are those that are taught by teachers and school personnel who believe in the academic potential of their special needs children. It is also important for teachers to create a safe classroom environment that allows special-needs children to learn alongside their peers while experiencing positive socialization. Even though the focus of a special education teacher's job is to attend to the special needs students in the class, he/she is also responsible for helping the general education teacher manage the classroom. Other students are expected to listen to and respect the authority of the special education teacher. He/she also helps set the classroom rules and routines, working with the teacher to create a classroom climate that will benefit students with special needs. It is a special education teacher's job to be also aware of individual students' behavioral pattern and provide discipline accordingly.

#### Managing Behavior

Although inclusive classrooms can promote positive peer interactions for special education students, behavioral issues can arise that may require a different disciplinary approach than that used with mainstream students. Teachers may need to consider a developmentally appropriate method for managing the behavior of their special-needs students. Common approaches often include a system that allows a student to self-regulate and manage his/her own behavior, coupled with a reward system that reinforces the student's positive behaviors.

#### Planning

In an ideal inclusion classroom, the special education teacher and regular education teacher engage in co-planning. They work together to design lesson plans to fit the needs of all students, with the special education teacher focusing on the needs of the special needs students. In some cases, however, the general education teacher plans the classroom lessons and the special education teacher adapts those lessons to meet the needs of his/her students. He/she may also use the lessons to develop review materials or plan one-on-one instruction with special needs students before or after the class.

## Let Us Be “Inclusive”

### Instruction

The amount of actual instruction a special education teacher gives in an inclusion classroom can vary. In some inclusion classrooms, the two teachers can take turns presenting lessons. This may be done on a daily basis, with each teacher taking a portion of the lesson, or the special education teacher may teach the class one or two days a week. When not teaching the entire class, the special education teacher may sit beside the students and provide one-on-one help or additional instructions. To help students feel more included and as a part of the class, the special education teacher may not be in the inclusion classroom every day, unless a student's needs require it.

### Other Responsibilities

Special education teachers often have responsibilities that other teachers do not. These teachers must regularly review and develop Individualized Education Plans — or IEPs — and hold meetings to discuss these plans with parents, administrators, counselors and other individuals involved in the education of a child with special needs. They must regularly administer skills tests and other assessments to determine the progress of special needs students or to determine whether students who are not currently enrolled in a special education program need their services. It is the special education teacher's job to make sure that laws such as the Individuals with Disabilities in Education Act are precisely followed and correct any possible violations of the same.

Thus inclusion enhances learning for students, both with and without special needs. Students learn and use their learning differently; the goal is to provide all students with the instructions they need to succeed as learners and achieve high standards, alongside their friends and neighbors.



**Idea** – *An idea that can change your teaching*

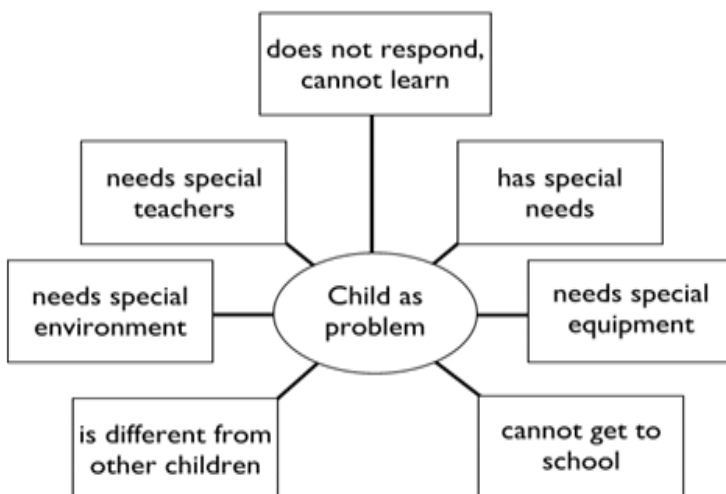
## Movement Towards Integrated To Inclusive Education

India has made impressive economic gains in the last few decades and currently has the 4<sup>th</sup> largest economy in terms of purchasing power parity. Despite this improvement, more than 260 million people in India live in poverty. The reciprocity of poverty producing disability, and disability resulting in poverty (Rao, 1990) creates unique challenges for the integrated education movement in India.

Education of children with disabilities in India, as in all over the world, has moved from segregation of special schools to integrated education and now it is the time for inclusive education. We as teacher need to understand the differences between Integrative education and Inclusive education.

Integrated education programmes teach students with disabilities in special classes or units in mainstream schools. Disabled students learn in separate classrooms but all students can socialize together outside the classroom. Students with disabilities may use the same curriculum as non-disabled students, or they may use a modified curriculum depending on school policy. In this system of school may be some special attention given to the special children but at the end of the day they suffer through the fleeing of segregation. In this they could not take part in the mainstream educational system.

### Integrated Education



### Humour At Work

Teacher: Ramu, give me a sentence starting with " I " .  
 Ramu: I is...  
 Teacher: No, Ramu. Always say, "I am."  
 Ramu: All right... "I am the ninth letter of the alphabet."

# Movement Toward Integrated To Inclusive Education

Integrated education is about 'going to school' whereas inclusive education is about 'participating in school'. Integrated education essentially follows the medical model of disability which sees the child as a problem and demands that the child is changed, or rehabilitated, to fit the system. Here child needs special teachers special equipment and special environment. They are treated differently than other students. Inclusive education is more in tune with the social model of disability which sees the system as the problem. The school and the education system as a whole is enabled to change in order to meet the individual needs of all learners.

Our society constantly evolving towards equalization in terms of individuals rights to live a normal life. In the educational world this evolutions happens in terms of inclusive school which evolved form integrated school.

Thus in a nutshell the difference in Integrated education and Inclusive education are:

## INTEGRATED EDUCATION

- Needs of Disabled People
- Changing Disabled People
- Disability is a problem to be fixed
- Benefits to disabled person of being integrated
- Learning helplessness
- Technical Interventions

## INCLUSIVE EDUCATION

- Rights of Disabled People
- Changing schools/colleges/organisations
- Everyone has gifts to bring
- Benefits to everyone, including all
- Assertiveness
- Transforming power of relationship

**Dreamers are Believers**

**Believers are Achievers**

Amitabh Mohan



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We invite our readers to be contributors. Write to us an idea or approach that you have tried and worked for our Idea column.

