APPROACHES TO INCLUSION IN EDUCATION

Payal Pambra

Assistant professor in Education, JRM B.ED College, Gangath Himachal Pradesh,

Distt. kangra H.P. 176204

Abstract

> *Generally, there found different types of people in our society, they are not alike. They are different from culture, ability and disability. In this society, there has been observed a gap in education among the person with disability and without disability. So, for filling this gap the need of an important education system realized. Thus, a novel education system emerged in the country which is called Inclusive Education. It is an environment or setting where children with disabilities and general children learn together. Inclusive Education is being implemented in various school in India at partial or complete levels and is proving to be highly beneficial to not only the challenged children but also to the regular or normal children because here is when they learn to live with differences, accept them, adapt themselves and most importantly live in harmony with them. So, in this study I am going to discuss the Approaches to Inclusion which helps the teacher to educate disabled children with normal ones and ways of ensuring community/parents participation in creating Inclusive schools.*

Keyword used: Approaches to Inclusion: Full Inclusion and Partial Inclusion.
Models of Inclusion: Consultant model, 3-Dimensional (3D) Model of teaching.

Introduction

The general meaning of Inclusion is the act of including or the state of being included. In education, Inclusion means a student with disabilities is educated full time in the general education program. In other words, Inclusion means teaching students with disabilities in the same environment as their peers without disabilities.

Some definitions on Inclusion

Acc. to Puri and Abraham, "Inclusion is including the children in common schools and taught together irrespective of diversities."

Acc. to Stephan and Black hurt, "Inclusive Education is asset of values, principles and practices that seeks more effective and meaningful education for the students, regardless of whether they have exceptionality labels or not."

Crux: On the basis of these two definitions, we can say that including normal peers with disabled children in a learning environment is called Inclusion in Education.

Approaches to Inclusion;

- Full Inclusion
- Partial Inclusion

Full Inclusion: Full Inclusion is the placement of special education students in general education classroom for the entire day. Any extra needed support is brought student.

Characteristics

- All support service is delivered to students within the regular classroom settings,
- It is generally known as Push-in -Model.
- Teacher uses all relevant methods and material in hi teaching.
- Economical
- Avoid stigma of disability.
- Effectively implemented with mild learning-disabled students.
- Coordination becomes better between special and normal students.

Partial Inclusion

This is a form of integration that takes place within the school in which children with special needs are given the opportunity to participate in a regular classroom setting for half day while they spend other portion the day receiving instruction in a resource room. In other words, Partial Inclusion is the placement of special students in general education classrooms for a part of the day. For the remainder of the day, students attend resource rooms.

Characteristics

- Need based instruction.
- Individual instruction.
- Suitable approach for disabled and non-disabled students.
- Involved trained resource teacher.
- Expensive approach from full inclusion.

Consultant model of Inclusion

The Consultant Model in which a resource teacher serves as a consultant to a regular classroom teacher. It provides special needs children with at least two teachers to help with curriculum problems.

Stages of Consultant Model of Inclusion

- **Identification of problem:** The regular teacher tries to identify the student with learning or behavioural problems in the class.

- **Defining the problem:** A regular class teacher individually defines the problem in clear, concise and measurable terms.

- **Establish the collaborative relationship with various consultants:** I this stage regular class teachers, resource teacher or students collaborate and develop a cooperative partnership. relationship building is an essential part of this process.

- **Joint analysis of the problem:** Regular class teacher and consultant teacher jointly analyse the problem.

- **Selection of the intervention program:** In this stage suggested intervention are discussed and evaluated. The teacher and the professional consultant choose one intervention suitable to that particular type of the problematic behaviour of the learners.

- **Treatment implementations:** In this stage appropriate treatment or instruction is given to student with specific learning disabilities with respect to his problem.

- **Evaluation and follow up:** Regular class teacher evaluate the outcomes of intervention programme by following up the student's behaviour.

Advantages

- Least expensive.

- Opinion of the parents and professionals leads to healthy understanding of the problem.

- Opportunity to regular teacher to improve their professional skills.

- Promote collaborative learning.

Limitations

- Conflict between regular class teacher and professional consultant.

- Uneducated parents.

- Too much responsibilities on regular teacher.

- Time and resource management.

Three-dimensional model

This model is an archetype that enables peers to understand, accept and care for their classmates with exceptionalities. The success of this model is that it ultimate become an intricate part of the circle instead of its masterpiece.

Lilian Katz (1989) described four components of learning about how children learn and develop knowledge about inclusion.

Components of learning: There are four components

- **Knowledge:** knowledge includes facts, information and concepts that teach students what to do. With the 3D model student learn information about the student with disability.

- **Skills:** skills are small units of action or specific behaviours that can be fairly easily observed and that occur in a relatively short period of time. The development of skills teaches students how to communicate and interact more successfully with their peers with disabilities.

- **Dispositions:** Katz (1989) suggests that that disposition can be thought of as habits of mind, tendencies to respond to situation in certain ways. The development of dispositions is more about the explanations for student behaviours based on their 'belief system'. (Disposition means will of the normal student).

- **Feelings:** Feelings are an integral part of a preparation of students for inclusion. The positive feelings resulting from the increase in understanding the development of skills and the development of dispositions contribute to the student's propensity to show caring especially to classmates whose disabilities may alienate and separate them from peers.

3D Model for preparing children for Inclusion

The major focus of this model is to create an environment within the classroom in which students show caring to those classmates often alienated and separated from group. There are three phases.

- **Phase 1:** The objective of the phase 1 is to encourage student's dispositions of friendliness and caring. Students can learn knowledge and develop skills more effectively with feelings of concern and dispositions of caring towards students with disabilities.

- **Phase 2:** Following the instructional sequence of activities about student's dispositions and feelings, the students are exposed to activities designed to help them better understand those differences that tend to alienate and separate classmates from one another.

- **Phase 3:** Skill development become the final phase. It is likely that many students lack the skill to interact or communicate effectively with the classmates. Students may have the disposition to care for classmates alienated and separated from the group.

Characteristics of 3D Model

- Increase knowledge about disabilities among students.

- Helps in the development of feeling of friendliness and caring.

- Build a good attitude of students towards disabled students.

- Increase these skills to communicate with them easily.

- Time consuming and efforts are needed in this model. Efforts are made by teacher and as well as students.

Ways of ensuring community/parents participation in creating Inclusive Schools

- **Provide valuable support:** parents, family members and community to which the children of the inclusive setup belong can play a bog role for providing the valuable support service in adjustment, education and the progress of the child.

- **Identification and diagnosis of problem:** parents and community people may help well in the identification and diagnosis of the problem associate with the impairments or disabilities of suffering children.

- **Active participation:** in case the difficulty is pointed out b the teacher and school authorities, the necessary support for its follow up, remediation and treatment is also properly availed through the active cooperation of the family and community.

- **Helpful in travelling:** parents and community may be help well in the transportation of the disabled children to place of learning.

- **Organising the games:** Parents and community may play vital role in organising various game for the disabled students.

- **Financing the efforts of the school:** The support of the parents and community is also available in terms of financing the efforts of the school in building necessary

infrastructure creating essential man-material resources and helping the disabled children.

- **Build positive attitude:** parents and community people may provide valuable support service in building a quite positive and healthy attitude towards disability.

- **Participation in management:** parents and community also take participation in the management of the school for checking the working of school as they provide good environment for learning to disabled children or not.

Conclusion: Inclusive Education provide learning environment that promote the academic and professional development of all learner irrespective of race, class, colour, gender, disability. Education is social initiative; therefore, the community and parents play a crucial role in the creation of Inclusive School. Community organisations have the ability to use their external resources, connection expertise and funding to establish and improve successful inclusive programming for the students with disability by direct partnership with school. similarly, involvement of the family is the key component which leads to student's and school's success. The development of the nation is totally depends upon the success of the upbringing students and Inclusive education plays an important role in it.

References

Griffith, Kimberly G.; Cooper. and Ringlaben,R.P.(2002). A Three-Dimensional Model for the inclusion of children with disabilities, electronic journal for Inclusive Education, 1(6).
Slide player.com special education full vs partial inclusion.
http:///youtu.be/vMEdrWcmO-K.
Chauhan, Dr. Neelam and Mantry. Mr. Sudhir (2018). International journal of Humanities and Social Sciences inventions,7(10), 24-32.
Puri, Madhumita and Abraham, George (2004). Handbook of Inclusive education for Educators, Administrators, and planners: within walls without Boundaries. New Delhi: Sage publications, 42(3),280-281.