CHAPTER TWO
CONCEPTUAL FRAME WORK

2.1 INTRODUCTION

There is vast literature available like the international treatises, statements of conventions and policy documents giving details of the importance of equal opportunities to all people beyond race, language, religion and ethnic groups to have health, education and dignity of life with means to earn and make a living. Human rights form the basic rights to all humans of any age group, free from ill heath, or suffering due to deformity. If education has to reach every one, those who were so far unreached must be included. This chapter is a brief overview of the components and issues of inclusive education.

2.2 THE CONCEPT OF INCLUSIVE EDUCATION

Inclusive education is a complex notion and is closely associated with understanding of people with disabilities generally, and the right to access educational opportunities like other people (Thomas & Vaughan, 2004). Advocates of inclusion have included the parents of children with disabilities, teachers of children with disabilities, civil rights advocates and those involved at a political level (Peterson & Hittie, 2003; Pijl, Meyer & Hagarty, 1997; Smith, Polloway, Patton & Dowdy, 2005; Thomas & Vaughan, 2004). The idea of inclusion was developed and adapted as the best solution to combat discrimination so that people with disabilities would not be segregated. Inclusion is based on a social model, which recognizes the value of people with disabilities and the positive contributions they make to society (Armstrong, 2003;
Florin, Rose, & Tilstone, 1998). Inclusion means that people with disabilities are given equal opportunities to participate meaningfully in all activities, whether, educational, or social in their everyday lives (Florine et al., 1998; Inclusion International, 1998). On the other end there should be a change in the attitudes of people to accept people with disabilities as equal participants and contributors to nation building (Florin, et al., 1998; Pijl, et al., 1997).

2.2.1 ELEMENTS OF INCLUSION

Sailor and Skrtic (1995, p. 423) list the following elements in their definition of inclusion:

- inclusion of all children with diverse abilities in schools they would attend if they had no disability
- representation of children with diverse abilities in schools and classrooms in natural proportion to their incidence in the district at large
- Zero rejection and heterogeneous grouping
- age-and grade – appropriate placements of children with diverse abilities
- site-based coordination and management of instruction and resources
- Effective schools style decentralized instructional models.

2.3 DIFFERENT MODELS OF INCLUSION

According to Heiman (2004), there are four different models of inclusion: (a) in-and-out, (b) two-teachers, (c) full inclusion and (d) rejection of inclusion. In her study of inclusive education in United
Kingdom and Israel, Heiman (2004) found that most of the teachers in United Kingdom and Israel thought that an in-and-out model would be more effective for the students with learning disabilities. These teachers believe that this approach would enable students with disabilities to benefit from two worlds: the special instruction they needed together with regular lessons and interactions with their peers in regular settings. The two-teacher model was somewhat popular in Israel and less so in Britain. According to this model, two teachers teach simultaneously in the classroom with one of them, who has had training in special education, concentrating on the students with disabilities. Small percentages of teachers in both countries thought that full inclusion is the right model to apply within the regular classroom. They thought that with additional support and cooperation between teachers and with the services of the educational system, full inclusion could succeed and be the most beneficial for all. Some teachers in both countries rejected inclusion completely. The teachers in this group thought that it would be better for students with disabilities to study in separate classes, according to special programs, so they could progress at their own pace. They felt that such model is more effective since special needs students in inclusive class would never be able to reach the academic level of the mainstream students. Similar models were observed in Malaysia. Form our observation, full inclusion is the least method used. Most teachers would apply hybrid models such as two-teachers and in-and-out approaches.
According to Heiman (2004), students can be included in mainstream classes based on a multidimensional diagnosis including psychological and educational tests. The students usually receive additional academic support from a special education teacher in their regular classrooms or in a resource room. To provide flexible inclusion in the least restrictive environment, the schools need to train more mainstream teachers to handle and cope with special needs students in their classes.

Inclusive schools use variety of innovative practices to get children involved and participating in learning processes. Some of the inclusion strategies are listed as under (Jha, 2002, p.140)

- Whole class inclusive teaching
- Group/cooperative/collaborative learning
- Peer tutoring/child-to-child learning
- Activity based learning
- Team approach/problem solving
- Equity in assessment/examinations

Until recently, most conceptual literature on inclusive education was Northern (European and North American) in origin, taking a ‘whole-school’ approach to institutional change(Peters, 2004), and influenced by the social model of disability. Children in special schools were seen as geographically and socially segregated from their peers, and the initial movement to locationally integrate these students in mainstream schools (‘integration’) shifted to one where the whole school was encouraged to become more adaptable and inclusive in its day-to-
day educational practices for all students ('inclusive education'). Pedagogy in particular was highlighted as the key to meeting all students’ educational needs by making the curriculum flexible, and so more accessible. By recognizing that teaching methods which can make curriculum accessible to children with disabilities can also make learning accessible to all students (Ainscow, 2005; Ainscow, 1991), a teacher or school principal is well on the way to improving the overall quality of their school. In this way, inclusive education is not a disability-only issue, but an educational quality issue.

2.4 BARRIERS TO INCLUSION

Pivik, Mccomas, and Laflamme (2002) examine how inclusive schools are after 25 years of educational reform, students with disabilities and their parents were asked to identify current barriers and provide suggestions for removing those barriers. Identified four categories of barriers at their schools:

(a) The physical environment (e.g., narrow doorways, ramps);
(b) Intentional attitudinal barriers (e.g., isolation, bullying);
(c) Unintentional attitudinal barriers (e.g., lack of knowledge, understanding, or awareness); and
(d) Physical limitations (e.g., difficulty with manual dexterity).

Recommendations’ for promoting accessibility and full participation are provided and discussed in relation to inclusive education efforts.

An educational philosophy aimed at "normalizing" special services for which students qualify. Inclusion involves an attempt to provide more of these special services by providing additional aids and
support inside the regular classroom, rather than by pulling students out for isolated instruction. Inclusion involves the extension of general education curricula and goals to students receiving special services. Finally, inclusion involves shared responsibility, problem solving, and mutual support among all the staff members who provide services to students.

Any teacher who will tell you that including these children can be a difficult and complex matter. This is not, now ever, an argument against inclusion. It is because it demands such high levels of teaching competence and organizational changes aimed at promoting effective learning that is so important for schools. Improving learning through the development of outstanding educational practice should be a primary aim of every teacher and school. Questions and concerns from educators about barriers to inclusion frequently include

- inadequate teacher training
- not being able to deliver an appropriate curriculum for children with diverse abilities
- not having enough resources to help them
- the way their schools and classrooms are organized

### 2.5 CHALLENGES TO INCLUSIVE EDUCATION

**Attitudes:** The greatest barrier to inclusion is the attitude of teachers. If teachers hold unfavorable or negative attitude towards inclusion of children with special needs in the regular classroom, if they possess negative beliefs about the educability of such children in the regular schools then inclusion will not be successful.
**Labeling:** In most cases regular teachers tend to categorize and address such children by a label. Some of these negative effects of labeling are:

a. Labels usually focus on a child’s negative aspects i.e. their inadequacies and defects.

b. Teachers and parents tend to have low expectations about what a child can do.

c. Teachers tend to explain a child’s poor performance only in terms of his defects and not in terms of instructional failure.

d. A labeled child develops a poor self-concept.

e. Labels lead to rejection by the peers.

f. Labels create a sense of helplessness, inferiority and stigmatization.

**Peer rejection:** Children with special needs may be enrolled in the regular class, but they may not be accepted and respected by their age-peers.

**Teachers respect for diversity:** Inclusion values diversity not assimilation. Teachers should, therefore, respect the diversity among children and provide programmers keeping in view their individuality. Lack of teachers respect for diversity is a barrier to inclusion.

**Involvement and collaboration / consultation:** Multidisciplinary Approach is essential for Inclusion. Collaboration between parents, teachers, special education teachers, therapists, social worker,
community people and another doctor is an essential condition for the success of inclusion. If this partnership is missing, inclusion will not be successful. Involvement of such multi disciplinary team assessment, decision-making and education.

**Accountability:** Each and every teacher in inclusive setting irrespective of special education teacher or regular teachers should take the responsibility and should be accountable for his education. Failure to be accountable leads to the exclusion of the child from inclusive setting.

**Traditionally oriented teaching:** Children with diverse abilities have unique needs and needs innovative practice of teaching. Traditional way of teaching involves lecture method with a fixed timetable, a single text book and rigid age grouping. Curriculum is not adapted to meet their needs. Individual attention is not seen in traditional teaching which will be a barrier to providing quality education to children with special needs in inclusive settings.

**Integration of personnel and resources:** Effective inclusion requires that the school personnel and resources should be integrated. All teachers and resources of the school should be available for providing services to children with diverse abilities and disabilities. An unhealthy division between the professionals will be a barrier to effective inclusion.
**Lack of support:** Children with disabilities included in the regular classroom require support from teachers and peers to make satisfactory progress in learning. If they don’t get the support they may experience failure and later drop outs from school.

**Linkage with special schools:** Special schools with their expert teachers and special aids and equipments should function as resource centers for inclusive schools. Children enrolled in inclusive schools or who need specialized help may be referred to special assistance and services to such children. Lack of linkage between special schools and inclusive schools is a barrier to inclusion.

**Leadership of the headmaster:** Lack of leadership qualities in the headmaster is likely to causes barrier to effective inclusion. Headmasters are expected to possess the knowledge, attitude, leadership qualities, initiatives and resourcefulness to guide his colleagues in the art and science of inclusive education. They need to develop conceptual clarity about inclusion; the objectives to be achieved and the activities to be organized in the school, conceptual clarify about inclusion, the objectives to be organized in the school.

**Educational failure of special needs children:** Dash (2005) indicate the causes of failure of special needs children

I) Deficits within the Child

   a. Lack of motivation,

   b. Deficit work habits,

   c. Poor interpersonal relationships and communication skills,

   d. Passive academic involvement
II) Deficits with in Teachers
   a. Failure to recognize student’s needs and difficulties,
   b. Teaching, methods not responsive to student’s characteristics,
   c. Instruction not individualized,
   d. Remedial instruction not given by teachers,
   e. Supportive learning environment not created in the class.

2.6 FACTORS OF SUCCESSFUL INCLUSIVE EDUCATION

Capacity building in general education: Oriented general classroom teachers on the educational needs of all categories of disabled children can contribute to an implementation of this programme. The National Council for Teacher Education (NCTE, 1998) curriculum framework recommends the inclusion of content on special needs children in the pre-service teacher preparation course. Adequately trained, well-equipped teachers will be in a position to take care of the educational needs of special children in the general classrooms along with availability of appropriate and disability specific assistive devices.

Need based instructional strategies: Inclusion does not just mean enrolling children with disabilities in the regular classroom, but along with enrollment of the child with specific disability need to be assisted to cope with the regular class room, thus adopting a child centered approach.
45% Children with mild disabilities who can be handled by general class room teachers

30% Children with mild disabilities who can be handled by general class room teachers

15% Children with mild disabilities who can be handled by general class room teachers

10% Children with mild disabilities who can be handled by general class room teachers

Looking at the illustration it is understood that children in the C and D categories may require the assistance of a special teacher to a greater extent compared to children at the other levels. Therefore, the extent of assistance for each child should be decided on the basis of his instructional needs. Inclusive education can prove to be successful with proper understanding of need based instructional strategies and implementation of the same.
Manpower and material resource – exchange: The success of this programme depends on how all departments concerned can effectively be involved in the total development of the child with disabilities. Since inclusive education is community based, its quality depends on the extent of interaction between the different functionaries that include the ICDS workers, special teachers, regular teachers, medical professionals etc.

Parent and community participation: For an ideal inclusion programme there must be strong parent teacher association group insisting on the importance of parental involvement. This would enable to bring about attitudinal changes on disability related issues in the community, not only among the parents but also among all the individuals concerned.

Child-to-child learning: The influence of non-disabled children on the educational achievements of children with disabilities and vice versa is noteworthy in addition to the services provided by the general classroom teacher and the special teacher. Thus, the child-to-child approach holds good in our condition where the size of the classroom is fairly large, when the non-disabled peer can be the best teacher for enabling the child with disability to develop proper concepts, aiming at effective achievements levels among them.

Integrating children with disabilities in general education system: Still the regular teacher is adequately equipped and capped of serving children with disabilities, the specialist teacher should function as an integral part of the programme at least serving a cluster of schools. She
should be treated as part with the regular teacher for inclusion to take place at all levels.

2.7 FACTORS FACILITATING INCLUSION AT SCHOOLS LEVEL


Positive Attitude: Teachers and School administrator need to have positive attitude towards the notion of inclusive schooling. A willingness to accept the challenge of adopting classroom practices and reviewing school structures is essential.

Policy Statement: Each school needs to develop a policy statement which includes the set of believes that guide the schools inclusive practices. Administrators cannot hand down such practices to schools. All teachers and supportive staff are involved in the development and implementation of such policy.

Planning: Planning for inclusion needs to be proactive, not reactive. It is necessary to anticipate problems which may occur both at classroom level and school system level; when students with very significant learning needs are included in regular classes.

Active Support: As inclusion require active, support from teachers, parents, paraprofessionals and service personal all these personnel must be involved in preparing for inclusion and in the on-going monitoring of its effectiveness.
**Support Networks:** Support networks need to be identified for the students with special needs and also for teachers with exceptional students in their classes.

**Team Work:** Collaboration, teamwork and mutual support are referred to frequently the key features of successful partnership between teachers and between teachers parents and other professionals.

**Participatory Approach:** Classroom where co-operative learning, group work and peer assistance are encouraged and appear to offer inclusive education to most of the students with special needs.

**Effective Instruction:** Instruction which embodies clear for modeling, emplaning, practicing and strategy training is important for all students.

**Differentiated Teaching:** The success of inclusive practices depends on the teachers need to know how classroom instruction can be differentiated practices.

### 2.8 ROLE OF TEACHERS IN MEETING THE SPECIAL NEEDS OF CHILDREN WITH DISABILITIES IN THE INCLUSIVE SCHOOLS

The role of teachers in meeting the special needs of children with disabilities vary from one disability to other. However there are certain common roles. They are listed below.

1. Identification of the children with disabilities in the classroom.
2. Referring the identified to the experts for further examination and treatment.
3. Accepting the children with disabilities.
4. Developing positive attitude between normal children and disabled children.

5. Placing the children in the classroom in proper places so that they feel comfortable and are benefited by the classroom interaction.

6. Enabling the children with disabilities to avail the facilities provided for them under IED scheme.

7. Removing architectural barriers wherever possible so that children with disabilities move independently.

8. Involving the children with disabilities in almost all the activities of the classroom.

9. Making suitable adaptation in the curriculum transaction so that the children with disabilities learn according to their ability.

10. Preparation of teaching aids/adaptation of teaching aids which will help the children with disabilities learn

11. Parental guidance and Counselling and public awareness programme through school activities.

12. Acquiring competencies which are essential in meeting the needs of the children with disabilities.

13. Cooperating with resource teachers if resource rooms are available.


15. Providing scope for cooperative learning among disabled and normal children.
16. Conducting case studies and action research related to the specific problem of children with special needs.

17. Construction of achievement and diagnostic tool.

18. Adaptation in evaluation for children with special needs.


20. Providing remedial instruction to the children who require it.

The teachers can perform the above roles only when essential competencies are developed among them. This calls for intensive training of the teachers with adequate practical component.

2.8.1 PERSONNEL RESOURCES FOR TEACHERS

Both regular and special education teachers have just as many concerns regarding the inclusion of students with disabilities as their administrators or school leaders. According to McNally, Cole, and Waugh (2001), teachers reported that they needed additional supports if the students with disabilities were to succeed in their regular education classrooms, like additional planning time to prepare for the included student, personnel support, materials, administrative support, and even a reduced class size. Many teachers reported that they did not have adequate time, training, materials, and personnel resources for inclusion to succeed (Bennett et al., 1997). Kozleski and Jackson (1993) conducted a case study of a girl with severe disabilities from the ages of eight to eleven who was fully included in a regular education classroom. Their results indicated that aside from planning time, personnel, materials, and resources, successful inclusion called for positive attitudes and ongoing parental involvement.
2.8.2 TEACHER COMPETENCIES NEEDED

Inclusive schools don’t ask "how does this student have to change in order to be a fourth grader?" but rather, "How do we have to change in order to offer full membership to our students with disabilities?"

What competencies do general education teachers and special education teachers need to be competent inclusive teachers?

- Ability to solve problem, to be able to informally assess the skills a student needs (rather than relying solely on standardized curriculum).
- Ability to take advantage of children's individual interests and use their internal motivation for developing needed skills.
- Ability to set high but alternative expectations that are suitable for the students; this means developing alternative assessments.
- Ability to make appropriate expectations for EACH student, regardless of the student's capabilities. If teachers can do this, it allows all students to be included in a class and school.
- Ability to determine how to modify assignments for students; how to design classroom activities with so many levels that all students have a part. This teaching skill can apply not just at the elementary or secondary level, but at the college level as well. It will mean more activity-based teaching rather than seat-based teaching.
- Ability to learn how to value all kinds of skills that students bring to a class, not just the academic skills. In doing this, teachers
will make it explicit that in their classrooms they value all skills, even if that is not a clear value of a whole school.

- Ability to provide daily success for all students. Teachers have to work to counteract the message all students get when certain students are continually taken out of class for special work.

2.8.3 OTHER COMPETENCIES THAT WILL HELP GENERAL EDUCATION TEACHERS IN AN INCLUSIVE ENVIRONMENT

1. A realization that every child in the class is their responsibility. Teachers need to find out how to work with each child rather than assuming someone else will tell them how to educate a child.

2. Knowing a variety of instructional strategies and how to use them effectively. This includes the ability to adapt materials and rewrite objectives for a child's needs.

3. Working as a team with parents and special education teachers to learn what skills a child needs and to provide the best teaching approach.

4. Viewing each child in the class as an opportunity to become a better teacher rather than a problem to be coped with or have someone else fix. Flexibility and a high tolerance for ambiguity.

2.9 THE PREPARATION OF TEACHERS

In India teacher training in special education is imparted through both face-to-face and distance mode.
2.9.1 Pre-Service Training

In India, there is provision for pre-service teacher training in SE, but it is mainly concentrated in secondary level training. There are 159 institutions of secondary teacher training in SE whereas there are only eleven institutions in the country that impart pre-service training at elementary or primary level in special education (SE). The Rehabilitation Council of India (RCI) is the apex authority to develop, recognize and regulate the course curriculum of SE. The Madhya Pradesh Bhoj (Open) University, Bhopal is the single university in the country, imparting B.Ed.(SE) through distance learning mode. Recently, it has launched Post Graduate Professional Diploma in Special Education Course for general B.Ed. students. The successful candidate of this program becomes equivalent to B.Ed.-SEDE degree holder with specialization in opted disability area. As the Indian school system is one of the largest in the world and number of CWSN are very high, the prevailing situation of pre-service teacher training in special education needs to be strengthened or elaborate alternative mechanism for incorporating the elements of special education in general teacher training programs needs to be found out.

The teacher training course curriculum of general pre-service training programs neither fully equips the teachers and teacher educators to deal with the CWSN nor it equips them to manage the mild and moderately disabled children in general classrooms. Towards this end, an MOU has been signed between the National Council for Teacher Educations (NCTE) and the RCI leading towards a convergence
so as to sensitize all teachers and resource persons. The NCERT (2000) has set up a group under the National Curriculum Framework Review to examine the pedagogic inputs and classroom reorganization required for CWNS. Even, UGC National Educational Testing Bureau has already included “Special Education”, in curriculum of its Education discipline. It includes details about special education, integrated education, education of mentally retarded (MR), visually impaired (VI), hearing impaired (HI), orthopedically handicapped (OH), gifted and creative children, learning disabled children and education of Juvenile delinquents. The Postgraduate Departments of Education in universities of India through Disabilities Studies can strengthen the disability element in their respective curricula.

**Residential Bridge Courses for CWSN in A.P., U.P. & Rajasthan:**

Andhra Pradesh, Uttar Pradesh and Rajasthan have developed a roadmap to implement Residential Bridge Courses to develop skills of readiness for successful integration in regular schools. The other objectives of the course are: (i) equip with required skills among students with severe disabilities to use special equipment independently, (ii) develop adequate 3R’s skills as well as academic competencies required for immediate inclusion in the regular classroom appropriate to the child’s grade level and (iii) develop sense of independence, self-confidence and motivation for personal growth, to orient the children with various environments, not only for school inclusion, but also community and social inclusion.
2.9.2 In-Service Training

Different kinds of teacher training programmes are being implemented under SSA to orient elementary teachers towards Inclusive Education (IE). The component IE has been incorporated as a part of 20 days mandatory training of in-service teachers under SSA. This aims at orienting every teacher to the concept, meaning and importance of inclusion. Further, the state SSA programme also taken up a 3-5 or 5-7 day teacher training exclusively in I.E. A total 2 million 45.2 thousand teachers have been covered through regular teacher training programmes, which includes a 2-3 day capsule on inclusive education. 1 million 400 thousand teachers have been provided 3-5 days additional training for better orientation to Inclusive Education. 39816 teachers have been trained in 22 States with Rehabilitation Council of India for 45 days and act as Resource Persons in districts/blocks. 23 States have appointed 6147 resource teachers and 671 NGOs are involved in the IE programme in 31 States. Schools are being made more disabled friendly by incorporating barrier free features in their designs. 444 thousand schools have been made barrier-free and the work is on. 575 thousand CWSN have been provided the required assistive devices.

Bihar Education Project Council, popularly known as BEP, (BEP Council is a governmental body of the state of Bihar which is the main agency for implementation of various programs for achieving universal primary and elementary education in Bihar.) began its exercise in empowerment of primary teachers with different in-service packages.
Two training modules Ujala-III (2006) and Samarth (2006) has been developed with specific focus on initial screening of CWSN and basic classroom management skills. Through Ujala-III, BEP intends to sensitize in-service teacher of upper primary classes (grade 6 to 8) towards integrated education. The issues undertaken in this module are provision of educational concession, travel facilities and some other supplementary schemes. The disability element of this module is insufficient to sensitize the teacher towards CWSN.

Samarth (2006)’s three days ‘teachers training module’ which is concentrated exclusively upon I.E. The issues undertaken in this module are: concept of inclusive education, need of its training, sensitization, types and level of disability, IEP, causes of disabilities, teaching techniques, learning disabilities, and facilities for CWSN, rules & regulations for individual with special needs. The content of the module is enough for primary level in-service teachers.

Beside, the teachers are also being exposed to the concept of inclusive need- based pedagogy through training on principles of effective teaching such as classroom organization, seating arrangements, TLM, IEPs, evaluation process etc. It is worth mentioning that similar in-service training programs are in operation in all Indian states under SSA.
2.10 BENEFITS OF INCLUSION FOR CHILDREN WITH AND WITHOUT DISABILITY

Benefits of inclusion for children with Disability


2. Social competence and communication skills of children with diverse abilities are improved in inclusive settings.

3. Often have rigorous educational programme, resulting in improved skill acquisition and academic gains.

4. Social acceptance of children with diverse abilities is enhanced by the frequent small-group work nature of their instruction in inclusive classrooms. Children get to see beyond the disability when working in small-group and begin to realize that they much in common with children with diverse disabilities.

5. Friendships more commonly develop between children with diverse disabilities and those without disabilities in inclusive settings.

6. Inclusion assists in the development of general knowledge for children with diverse disabilities.

Benefit of inclusion to Children without Disabilities

In many ways Children without Disabilities benefit from inclusion just as much as children with diverse abilities. The following

1. The performance of Children without Disabilities is not compromised by the presence of children with diverse disabilities in their classes.

2. The perception that children with diverse disabilities can disrupt a class is largely unsubstantiated.

3. Children with diverse disabilities can benefit from improved instructional technologies in the classroom.

4. Children without Disabilities can benefit from increased funds in the classroom.

5. Children without disabilities can benefit from higher classroom staff ratios.

6. Children without Disabilities involved in peer-tutoring situations can benefit from improved self-esteem and mastery of academic content.

7. Children with diverse disabilities have the opportunity to learn additional skills such as Braille or Sign language.

Children with diverse disabilities can learn to value and respect children with diverse disabilities in inclusive classrooms. They learn to see past the disability and the associated social stigmas when placed in inclusive classrooms.

2.11 SUMMARY

In this chapter, the concept of inclusion, its elements and models followed by historical compulsions the world over for including children
with disabilities into normal classrooms are described. Classification and identification of disabilities, barriers to inclusive education, the importance of teachers’ competencies, their role, and ways to prepare teachers for inclusive classrooms are dealt in a candid manner. It concludes with enumeration of benefits of inclusion to children with and without disabilities.

In the next chapter a review of research studies classified into related themes will be presented.