ABSTRACT

The objective of the present research was studying special program component in regular school set ups with the aim of evolving a conceptual framework. The sample comprised of 10 children with special needs from the two schools in Baroda offering inclusive program, namely – Shaishav School and Mira – The Happy School. The parents of these children and their class teachers, special educator and school principals formed part of the total sample of 40. The research was an exploratory study, descriptive in nature. The tools and techniques used for data collection were indepth interview schedules for parents, teachers and principals to explore their understanding and views about inclusive setup. Additionally a checklist was used with parents to examine coping mechanisms. Techniques of draw and dialogue and chapatti diagram were administered with parents and teachers respectively in order to gain information on parental aspirations for their child and to explore teachers role in an inclusive set up. Classroom observations across various sessions were done for each child to explore for behaviours exhibited by them and the teachers input. The data was analysed qualitatively and quantitatively. The results revealed clarity and consensus among parents about their child's condition, strengths and weaknesses. Major satisfaction for parents was that child was
included in normal class though there was dissatisfaction about academic gains, teacher inputs and parent school partnership. The parents reported various coping behaviours and aspired for their child to be able to live an independent life. Personal attention and teacher training figured as major suggestions. Teachers generally were not very clear about process of diagnosis, evaluation, promotion of a child with special needs and implementation of an inclusive program. Class observations yielded both appropriate and inappropriate behaviours across sessions, dependent on adult mediation. Based on the results, suggestions of parents/teachers and literature reviewed are suggested minimum requirements for offering a quality inclusive program. A conceptual framework to guide implementation of an inclusive program evolved as an important outcome of this study.