CHAPTER I
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INTRODUCTION

1.1 CONTEXT OF THE STUDY

Education is a lifelong process. It starts with the birth of a child and then goes on till death. Every moment of life people are earning and learning something one way or other. Education plays very important role in the development of a person, society and nation. It moulds the ideas, habits, interests, and values of the children. Education is the instrument fashioned by society to mould the next generation. Through education human life can be glorified.

Gandhiji says, “True Education” is that which draws out and stimulate the spiritual, intellectual, and physical faculties of the children (Agarwal, 2002). It is an organized activity which is undertaken both by the educator and the educated for the sake of clear cut objective. Imparting of effective education faces great challenge in the modern world.

In every classroom, there are children with abilities, disabilities and with different types of problems. Some students are gifted and some are with impairment in abilities. These children cannot cope with the normal education programme in a regular classroom without any changes. Such children are deviant from normal children in terms of their level of hearing, visual efficiency, Intelligence Quotient (IQ) level, speech, physical movements etc. So they are in need of special education services. But today in many countries a large proportion of disabled children are educated in institutions under the regular education system.

Special education is the education of students with disabilities. Special education means specially designed instruction which meets the special education and related needs of an exceptional child. Special education is finding and capitalizing on exceptional children’s abilities (Hallahan & Kauffman, 1991). It is specific and special in nature. It is distinguished from regular educational programme. Students with intellectual disabilities need additional educational services to attain their potentials. It is something special- special training, adapted equipments and materials, special help, special and flexible classroom arrangements, Individualized Educational
Programme (IEP), individually planned lesson plans, specially made teaching learning materials, systematically monitored arrangements of teaching procedures, special routine, special teaching strategies and special facilities etc. It is a profession and a service with tools and techniques to meet the needs of children with special needs.

Educational equality is not merely providing education for every child in the same classroom with the same instructions. It needs attention to the individual differences. A multi-disciplinary team is essential for the education of children with special needs (CWSN).

Children with special needs have special educational needs and is thus often regarded as special in the sense that he/she requires assistance and support to overcome individual difficulties. CWSN require a specialized curriculum to meet their specific educational needs. They need special care, concern, help, attention, encouragement, and support from their teachers.

Special education is very important to ensure optimum human resource development. Special children very much require specific teaching methods to circumvent their deficiency. A classroom teacher finds it very difficult to devise his instruction so as to reach out to all categories of students. Hence the need for special education is so important. Educating these children is a challenging task (Reddy et al., 2000).

Teaching is a great art and a noble profession. It is a complex and interactive process, including teacher, student and classroom activities. Teaching is a deliberate intervention that involves the planning and implementation of instructional activities and experiences to meet the intended learner outcomes according to the teaching plan.

The teacher plays a key role in the educational process and in imparting knowledge to the learners. This field requires efficient and qualified teachers to teach children with disabilities. The success of any special education programme to a great extent depends on the teachers’ quality, performance, knowledge, efficiency etc. Special teachers have multi-faceted role as a teacher, trainer, guide, counselor, therapists, nurse, social worker etc. Multi-disciplinary team is essential and such a
team includes psychologist, physiotherapist, occupation therapist, speech therapists, nurse, social worker and special educator.

In special education, teachers are the key figures. They should be clear about the concept of disabilities. Unfortunately 72% of the special education teachers working in the schools for the children with mental retardation are conceptually not clear about the disabilities (Reddy, 2005). They must teach with novel activities. Classroom teachers have to learn the techniques used to identify students with disabilities and determine how to meet their educational needs (Kaplan & Saccuzzo, 1989). They need special care, encouragement, and support from their teachers. A teacher must have sound knowledge about the assessment of the intellectual disabilities of special children, and their psychological, behavioral, and emotional problems. For effective planning and organization, the school must possess the personal and academic records of children with disabilities, results of different assessment tests, such as IQ tests, assessment of visual, hearing and language abilities and records of other background histories.

It is the special teacher who organizes the educational plan and methods. To be effective and efficient teacher should have specific qualities such as teaching skill, capacity to assess the students, ability to maintain home school link, and work with specialists.

One of the most important skills for a teacher is to design and implement lessons in the classroom. An efficient teacher should also be able to evaluate whether or not their students mastered the skills. The teacher is the significant figure in any educational institution especially in communicating children with special needs in the classrooms. The special educator must know the students in terms of discipline, work, and interaction between teacher and students, how to give instructions, and how to assess and evaluate activities of the students. Therefore, the teachers must have an endless repertoire of qualities, in terms of professional and personal skills. Special educator employs various strategies while teaching these children in the classroom. Special teachers must individually develop strategies and techniques for CWSN. They carefully plan, systematically implement, and carefully evaluate to help the development of CWSN.
The increasing demands, responsibilities and a sudden change in the field of special education make the special teachers play various diverse roles. They are likely to face more stress and problems in teaching. Teacher’s stress refers to the unpleasant emotions such as anger, tension, anxiety, depression and nervousness resulting from his work experience. The teacher is the single most important component of the system. Any flaw in this component is directly reflected in the failure of the whole system. A teacher ought to be properly and meticulously trained in the skills of his job. He/she should possess all the relevant social, intellectual, and scholastic qualities. It is teacher himself who is in direct contact with the pupil. Special teachers handle different types of disabilities. The categories of disability come under this study are: autism, mental retardation and multiple disabilities.

AUTISM

Autism is a life-long developmental disability that prevents child from understanding what they see, hear, and otherwise sense. That affects a child’s perception of the world and how the child learns from his or her experiences. This results in severe problems with social relationships, communication, and behaviour. It is a complex neurological disorder that affects the functioning of the brain. Autism symptoms can be present in a variety of combinations and may accompany other disabilities. Some people with autism have normal levels of intelligence, while most people with autism have some level of intellectual disability, ranging from mild to severe. This range is often referred to as high-functioning autism to low-functioning autism.

The Autism Society of America (2006) defines autism as a complex developmental disability that typically appears during the first three years of life and is the result of a neurological disorder that affects the normal functioning of the brain, impacting development in the areas of social interaction and communication skills. Both children and adults typically show difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities. Autism affects essential human behaviours such as social interaction, ability to communicate ideas
and feelings, imagination, and establishment of relationship with others (National Research Council, 2002).

All people with autism have difficulties with social interaction but the extent and type of difficulty may vary. Some individuals may be very withdrawn, while others may be overly active and approach people in peculiar ways. They have problems with inattention and resistance to change. They often respond to sensory stimuli in an atypical manner and may exhibit odd behaviors such as hand flapping, spinning, or rocking. They may also demonstrate unusual uses of objects and attachments to objects.

The Individuals with Disabilities Education Act of 1997 of USA provides an educational operational definition of autism. Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3 that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movement, resistance to environmental change, or change in daily routines, and unusual responses to sensory experiences.

The generally accepted prevalence rate for autism has been between four and five in every 10,000 births. There is a higher prevalence among males. The ratio varies depending on the definition, but studies reveal a male-to-female ratio of between 3:1 and 4:1 (Teaching students with autism: a resource guide for schools, 2000). However, recent reports indicate alarmingly increasing rate of autism. For example, CDC (2012) states that one child in every 88 children is affected by autism (CDC, 2012).

In 2014, the Centers for Disease Control and Prevention’s Autism and Developmental Disabilities Monitoring Network reported that approximately 1 in 68 children in the United States have an Autism Spectrum Disorder. This new estimate is roughly 30 percent higher than previous estimates reported in 2012 of 1 in 88 children. In the 1980’s autism prevalence was reported as 1 in 10,000. In the nineties, prevalence was 1 in 2500 and later 1 in 1000. It is problematic to compare autism
rates over the last three decades, as the diagnostic criteria for autism have changed with each revision of the Diagnostic and Statistical Manual (DSM) (Menon, 2012).

ASDs continue to be almost 5 times more common among boys (1 in 42) than among girls (1 in 189) and they are reported in all racial, ethnic, and socioeconomic groups. Studies have been conducted in several continents (Asia, Europe, and North America) that report a prevalence rate of approximately 1 percent. A 2011 study reported a 2.6 percent prevalence of autism in South Korea.

MENTAL RETARDATION

Mental Retardation is popularly known as Intellectual Disability (ID). It is a condition of slow and arrested development of mind. Mental retardation is a developmental disorder characterized by significant, concurrent deficits in general intelligence and adaptive behaviours. Mental retardation affects about 2 to 3% of the population (Singh, 2013).

Children with mental retardation may be found to exhibit marked deviant and deficiency characteristics related to their physical, mental and personality make up over the age mates in their physical appearance, less capacity and proficiency in fine motor activities in comparison to gross motor activities, lagging behind in almost all types of intellectual functioning and academic excellence, deficiency in terms of emotional and social maturity, poor self-concept and lack of self-confidence, unusual and unwanted disruptive behaviour in terms of range of interests, aptitude and choices (Mangal, 2014).

“Mental Retardation is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social and practical adaptive skills. This disability originates before age 18” (AAMR, 2002; AAIDD, 2008, 2012).

Five assumptions are essential for the application of the above definition.

1. Limitations in present functioning must be considered within the context of community environment typically of the individual’s age peers and culture.
2. Valid assessment considers cultural and linguistic diversity as well as differences in communication, sensory, motor and behavioural factors.

3. Within an individual, limitations often coexist with strengths.

4. An important purpose of describing limitations is to develop a profile of needed support.

5. With appropriate personalized supports over a sustained period, the life functioning of the person with mental retardation generally will improve.

MULTIPLE DISABILITIES

Multiple Disabilities are quite multiple and diverse in nature and are found to possess more dissimilarities than similarities or commonness observed among them. Each of them have different story of its causation, symptoms and challenges provided to suffer. Any child suffering from more than one disability at a time in any area or aspect of growth and development like physical, mental, sensory, emotional, social, or learning may be termed as a child with multiple disabilities.

As the term suggests, this disability category encompasses a combination of conditions that may impact a student's ability to learn and achieve success in an academic setting. Students with severe disabilities are typically included under this umbrella terminology. Multiple disabilities are defined in one regulation as "concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments." Students with severe and/or multiple disabilities may exhibit any number or combination of the characteristics depending on the severity of cognitive delay and/or additional disabilities such as vision and hearing impairments, communication difficulties and physical disabilities affecting mobility, coordination, and/or fine motor skills, language delay and/or speech problems, limited or no verbal communication skills, lack of basic physical mobility, limited self-care skills and independent community living skills, problems with attention, perception, memory and problem solving, poor retention of skills, slow rate of learning, difficulty transferring or generalizing skills learned in one situation to
another situation, self-stimulation, self-injurious behavior, ritualistic behaviors, inability to attend/relate to people, and medical problems (e.g. seizures, cerebral palsy, sensory loss, hydrocephalus and scoliosis).

Educational programming for a student with multiple disabilities will be determined by a Trans-disciplinary team, and should focus on developing means to allow and encourage the individual to become as active and vital a participant in daily life as possible.

It is critical that all team members, professionals, family and peers are cognizant of the unique educational and psychosocial needs of the student, to avoid planning and interactions based only on the complex physical and medical difficulties that present. The rights and dignity of each individual must be paramount in all programming decisions.

Special educator employs various strategies according to the content/skills while teaching children in classroom. The children with CWSN have less capacity to learn skills, to maintain and to generalize the learnt skill due to the impairment. Special teaching strategies and techniques need to be used for the children with mental retardation for the classroom teaching. The various teaching strategies such as Treatment and Education of Autistic and Related Communication Handicapped Children/Adults (TEACCH), Auditory Integration Training (AIT), Picture Exchange Communication System (PECS), Pivotal Response Therapy (PRT), and Applied Behavior Analysis (ABA), Discrete Trial Training (DTT), Assistive Technology (AT) Joint Action Routine (JARs), Play Method, Sensory-motor therapy and Structure, Positive, Empathy, Low arousal and Links (SPELL) task analysis, modeling, shaping, chaining, prompting, and fading are the most popularly and commonly used teaching strategies in teaching children with autism, mental retardation, and multiple disabilities. In addition reinforcement methods and reward are extensively used to strengthen the learning.

In advanced countries there have been a tremendous use of educational and teaching technology in making education more functional, productive, interests, and more understandable. The old ways of learning and teaching found to be rigid and
too out dated. Teaching learning process of CWSN consists of several elements. The most important elements are assessment, skill selection, planning, motivation, lesson planning, procedures, using strategies, selection of teaching learning materials (TLM), evaluation, teaching methods, implementation etc.

Special education can identify the unique need of each child through proper assessment. Assessment is an education resource that focuses on the process used to determine a child’s specific learning strengths and needs, and to determine whether or not a child is eligible for special education services. Assessment for special education is foundational for the success of identification, placement and programming for children with special needs. Assessment in special education is a process that involves collecting information about a student for the purpose of making decisions. It starts from collection of information and continues in making decisions for suitable action to be taken for improvement of the individual. “Assessment has been defined as the collection of information to identify problems and make educational decisions” (Salvia & Ysseldyke, 1995).

An Assessment means gathering information about a child to make decisions about child’s abilities and disabilities, strengths and weaknesses and other areas of need. Assessment is very important among all the elements of teaching because of all the decisions taken about the child is based on assessment. All assessment decisions taken as a whole will direct and alter children’s learning outcomes. Assessment enhances teaching and student learning. If assessment procedures are used appropriately, children can be helped to learn well. Inappropriate or wrong use of assessment will lead to unhealthy consequences.

All assessment should have a meaningful purpose and method and be related to the child’s development and learning. It is the process of gathering information about children from several forms of evidence, then organizing and interpreting that information (McAfee et al., 2004).

No matter what strategy is used for assessment, a single application for evaluation is insufficient (Greenspan & Meisels, 1996). Each assessment strategy has strengths and limitations; a single assessment gives only a small portion of
information about the child. A variety of strategies provides a comprehensive picture of the child’s development and learning from different perspectives (Field & Bergan, 2002).

A teacher must have sound knowledge about the assessment of the intellectual disabilities of special children, and their psychological, behavioral, and emotional problems. Special teachers are facing more stress and problems in teaching. Especially those who are teaching CWMR are loaded with assessment works including selecting and conducting non-discriminatory and appropriate formal and non-formal assessment procedures, interpreting standardized and specialized assessment results, evaluate the results for various purpose, including monitoring instruction and Individualized Educational Plan (IEP) development, identify, modify, use and evaluate curricular materials and technological equipments, select appropriate strategies and methods, understand and use varied instructional formats, address appropriate areas of instruction apart from managing the learning environment including behavior management, behavior analysis (Poornima & Reddy, 2011).

Special education assessment is the systematic process of gathering educationally relevant information about CWSNs to make legal and instrumental decisions about the provision of special services. Special educator pursues information that connected to the daily activities of the classroom. However, educational assessment is also part of an interdisciplinary effort to understand the learning problems of students with special needs. It focuses mainly on many areas of learning in school, as well as any other factor affecting the school achievement. Academic, language and social skills are examined. Environmental factors may also be considered, along with analyzing the student’s observable and measurable learning behavior and learning strategies.

Training the CWMR needs detailed psychological and educational assessment. There have been efforts in developing many psychological tests and educational tests for conducting assessment for development of systematic intervention programme for CWMR.
Generally assessment helps in decision making for administrative purpose. In special education the purpose of assessment are initial screening and identification, determination and evaluation of teaching programmes and strategies, determination of current level of performance and educational need, development of educational programme, monitoring student progress and evaluating the effectiveness of educational intervention.

Special educational assessment involves collection of information relevant to educational need of the children. This includes personal data, educational performance, the resources, family involvement in training and voluntary supports that could be gained for training CWMR.

An assessment can be either formal through standardized tests or informal through observation. It includes collecting data, recording information, scoring data, and interpreting information or results about a child. The information is collected through the structured situation. In informal method the information is collected through natural interaction between subjects and observer. So there is a chance of getting appropriate response from the subject. Assessment for special education should be administered in all areas of suspected disability. These areas could include cognitive functioning, academic functioning, speech and language, fine motor, gross motor, auditory processing, sensory processing, visual processing, social, emotional, behavioural, neuropsychological, memory, attention and development, just to name a few.

Each child with special needs is unique in nature. Special education assessment can identify the unique needs of each child. Verma (1998) stated that assessment of children with disabilities could be carried out at five different levels that is, screening, diagnosis, preparation of educational programme, implementation and re-assessment of the child and setting new additional goals. Currently the special education programme emphasizes the use of Functional Assessment Checklists for Programming (FACP) as they aim at preparing children to function as independently as possible.
All assessments are conducted with definite purposes. Assessments in educational settings have many primary purposes:

- **Screening and identification**: to screen and identify those children who may be experiencing developmental delays or learning problems.

- **Eligibility and diagnosis**: to determine whether a child has a disability and is eligible for special education services, and to diagnose the specific nature of the student's problems or disability. To know the specific strengths and weaknesses of the person.

- **Current level of Functioning**: assessment is the only way to find out the current level of functioning. Using this base, a teacher can set up short term and long term goals.

- **IEP development and placement**: to provide detailed information so that an Individualized Education Program (IEP) may be developed and appropriate decisions may be made about the child's educational placement.

- **Instructional planning**: to develop and plan instruction appropriate to the child's special needs. To choose appropriate teaching learning materials. To determine teaching procedures and strategies.

- **Evaluation**: Evaluation becomes the prominent part of educational practice. By evaluation teachers are arriving at conclusions about the quality of their own instructional efforts. It is the comparison of the results with the set criteria. It is important vehicle for further intervention programme. Evaluation can be done during or at the end of the training programme. If evaluation is conducted at the middle of the programme that helps to make some changes in methods, techniques, materials and any other changes need for the training. Evaluation is done at the end of the training that helps to take further decisions for the next step. Understanding the result of evaluation needs a lot of analysis. Analysis of the results, the methods, materials, parental involvement, techniques, and all other factors related to training helps to interpret the intervention programme. There are two types of evaluation:
Formative Evaluation: Evaluation helps to understand the progress of the children. Evaluating the training programme in between the initiation of the training programme and end of the academic session is known as formative evaluation. It helps in many ways.

- It helps in understanding the usefulness of the training.
- It helps the special educator to continue or change the training methods.
- It helps in either to continue the materials used for the training or change.
- It helps in taking decision for addition or subtraction of contents.
- It helps in modifying the relevant factors to improve the training programme.

Summative Evaluation: It is performed after the set period of training. In IEP, summative evaluation is done at the end of the every school year. In group teaching summative evaluation is done at the end of the specific period. Summative evaluation can be conducted by using standardized test, behavioural scale or checklist decided for the programme. It helps in many ways.

- It helps in understanding the overall performance after a specific period of training.
- It helps in taking decision for further training.
- It helps in taking decision for placement.
- It helps in finding conclusions of the training programme
- It helps in developing principles of training
- It is useful for research purpose.

With the help of lesson plan a teacher can teach well and reach his/her desired goal. In the absence of a lesson plan the progress of the class is hampered. For good teaching teachers have to use good lesson plan and good method of teaching. Lesson plan helps the teachers to manage their instructional time and it also helps to determine what to teach during each lesson and provide a step-by-step method for completing lessons and evaluating work. All teachers create lesson plans differently in their own way.

The success of any special education programme depends to a great extent on the efficiency of the planning and organization of teaching programme at
In special education, teachers are the key figures, they should be clear about the lesson plan especially the assessment, motivation, skill selection, teaching procedures, use of teaching materials, evaluation process, and using appropriate teaching strategies.

In a special education classroom there are children with different degrees of disabilities. To teach such children, the teacher requires flexible classroom arrangement and adequate infrastructural facilities. The teachers working in the special schools are not only to teach, but also to involve in the training activities, depending up on the degree of the disability. In other words the teachers’ role is more complex, requiring multiple competencies. Teachers have to start training the child in learning daily living skills to socialization, communication, language skills, acquiring academic skills etc.

A special education teacher must have planning and training in conducting special education assessment procedures, in the selection of appropriate skills, in planning the teaching procedures, in planning and using appropriate motivation strategies, in the selection and preparation of appropriate teaching materials, in the application of effective teaching strategies, interaction with students, and in employing appropriate evaluation strategies.

Teaching is a complex and interactive process, including teacher, student and classroom activities. For doing this task, a systematic planning is needed. It is very important that they are properly planned and implemented. Planning of lessons is considered essential for becoming a good teacher. Good planning having good content knowledge is not so effective without a well planned lesson. A planning makes the content and the session interesting and involving. Good planning facilitates clear explanations, and it provides a wide range of resources suitable to students’ needs. Planning lessons is an important part in teaching. Good planning organizes the material which allows doing more and better during a session. Systematic planning includes setting the goals. It can be classified in to two groups’ long term goals and short term goals. By considering the child’s past achievement, rate of achievement, current level, practical use of the activity, age of the child, priority need of the child,
time required of the training, parental involvement level, and teacher’s skills are taken into consideration while setting the goals. The activities of the daily living goals are the priority areas.

Long term goal or an annual goal represents the achievement anticipated for the student over a period of one year in the programme of specially designed instruction. The formulation of annual goals is an educated guess or estimate of where a particular student will be at the end of one year if a prescribed sequence of instruction is followed. The short term goal is breaking down of long term into smaller units. Specific strategy can be worked out for the achievement of the goals. The goal would contain the condition in which the child would perform, who would perform, what behavior would be performed, and what would be the criteria of the performance and duration for the achievement of the goals. The goals are stated in behavioral terms. To make teaching and learning effective for CWSN, an individual educational programme is prepared to meet the individual needs of the child. Every child is unique and his or her needs are specific.

Procedures need to be taught at the beginning of the year, but students with special needs will need reminders throughout the year. It is especially important to re-teach procedural expectations when students return from a break from school.

An effective teacher should always establish rapport with their students. Establishing interpersonal relationships with students is crucial to form a trusting bond with each student. A teacher must interact with students without any discrimination or bias. Good rapport is the motivation of students. In many cases if she/he doesn’t like a teacher, they don’t study that teacher’s subject well.

A picture speaks a thousand words. Children with special needs learn faster and with greater ease with teaching materials. It supports and maintains a child’s focus and interest. Teachers should give meaning to the subject by facilitating relevant teaching material to the students wherever possible, and by finding means to stimulate interest on it. Besides, they must be prepared to reconsider whether the material and methodology is suitable to be re-presented in the classroom. Teaching materials motivate the learner and make the teaching learning process interesting for
persons with disability or normal children. The utility and use of these aid is in fact far more and wide with persons with disability. CWSN are very much dependent on effective teaching-learning aids to learn skills. Because of the low intellectual functioning, presence of associated conditions, sensory impairment and speech defect, the use of teaching learning aid is very important and indispensable. Without teaching materials a teacher cannot teach children with mental retardation.

All special educators must regard the extensive use of teaching materials for teaching CWSN in both individual and group setting. Tactile, visual, auditory, kinesthetic, practical learning experience and real life situations are suggested method to help these children. For the best learning a good teacher shall use less verbal method and more visual and concrete level experience in teaching their children.

Effectiveness of teaching materials depends up on the correct use of teaching materials in classroom specifically with children having mental retardation. Effect of teaching materials has been found long lasting. Teaching materials used in form of activities and games help children to teach better (Grover, 2000). Teaching materials make the learning more meaningful and long lasting. Children are easily motivated for learning with the help of teaching materials. With them, they actively participate in teaching learning process in the classroom. Teacher can handle the task of teaching more effectively. It is a well known fact that teaching materials promote multi-sensory learning, which is needed for children with MR. The idea that learning experienced through all the senses is helpful in reinforcing memory has a long history in pedagogy. From the earliest teaching guides (Montessori 1912), educators have embraced a range of multi-sensory techniques in order to make learning richer and more motivating for learners. The term is used to refer to any learning activity that combines two or more sensory strategies to take in or express information. The Department for Education and Skills (DES) (2004) defines multi-sensory as: ‘using visual, auditory and kinesthetic modalities, sometimes at the same time’. Kinesthetic refers to perceiving through touch and an awareness of body movements. Teachers working with dyslexic learners have found multi-sensory approaches particularly valuable, as they help learners to make sense of information in a range of ways.
Activities that harness all the senses are also an excellent way to include learners with disabilities.

Special teachers use both learning aids and functional aids during instruction in classroom; however it is apparent that educators select appropriate aids (Myreddi, 2000). Special educators should select the appropriate teaching materials in teaching. A special educator must use various types of teaching materials to help the CWSN. It helps the teacher to clarify, establish, co-relate, and co-ordinate accurate concepts and enable the students to make learning more concrete, effective, interesting, inspirational, meaningful and more vivid. Every child has specific interest for teaching aids. One aid which attracts the interest of a particular child may not even arouse the attention of the other.

Teaching materials help the teachers to get attention and interests from the students. With appropriate teaching materials teacher can create proper situation and circumstances for learning. It works as a motivating factor. It provide valuable substitute for the real object for making the learning as realistic, clear, and meaningful to the students. Teaching materials is a major factor to the teachers and students in the learning process and it plays a big role in achieving the goals.

Teachers may face many problems in using teaching aids some of them are: ineffectiveness of the aids, financial hurdles, lack of facilities and training, indifference of students, lack of resources, lack of time to prepare teaching aids, lack of awareness on modern technology, and lack of knowledge in the use of modern technology etc.

All children with or without disability agree the fact that activity based or active participation method of teaching provides the best learning experience. When the teacher opts for the easiest method of teaching through verbal mode only; students also forget easily. Adding visual aids like picture, chart, diagrams, model, etc., adds beauty and makes learning easy for students. Verbal, visual and activity combined together is the best method of teaching for CWSN. Lessons learnt through teaching aid are remembered easily and remember for a long period of time. Children
experience difficulty in learning abstract ideas; the concrete material and aids makes the learning enjoyable.

There are some rules to be followed in the selection of appropriate teaching materials. Teaching materials must be age appropriate and suitable for the level of learner. It must motivate in the individual and group setting. It must be prepared by using the local resources and should be close to the reality, colorful, and attractive in nature. The complex and abstract concept must be introduced and simplified with teaching aids. Teacher and children must be easily able to manipulate the aids in the class; they must not be too small or too big. Special teachers have certain roles in making teaching aid. They are:

- Waste and used material of the class, school, teacher’s home, student’s home etc. can be effectively used for making various teaching aids.
- The children of the class may themselves be motivated and involved in search of waste material and preparation of aids.
- Planning and preparing teaching aids not only helps in learning the concept but also add to development of fine motor, eye hand coordination, communication and cognitive skills.
- The CWSN shall be motivated, by developing confidence in them, and helping them feel good by involving themselves in such activities.

The teacher must be observant, keen, motivated, and creative and have scientific and artistic temperament to make teaching aids and make it a habit or a regular affair of teaching-learning programme.

Motivation is the engine of learning. If the engine is not working well the learning process will not move forward. So motivation is the important factor that uplifts the curiosity of learning new things. It permeates everything. Motivation is defined as “some kind of internal drive which pushes someone to do things in order to achieve something” (Saini, 2011). “Effective learning in the classroom depends on the teacher’s ability to maintain the interest” (Saini, 2011). Unfortunately, there is no single formula for motivating the students. Ryan and Deci (2000) state that “to be motivated means to be moved to do something”. All elements of reinforcement and
motivation factor are important in each moment of teaching. Schedule of reinforcement is another important issue. Assessing reinforcements continuously, have a buffet of preferred items, and still reinforcement is not using effectively enough because the schedule is too thin, too thick, or static, then the motivation does not happen.

Without motivation no learning can occur. Many obstacles can occur the motivational system to become incorporable especially failure in meeting the expected roles that the individual has to satisfy throughout life which is typical in persons with mental retardation (Switzky, 2006). Motivation gives interests, interest gives attention, and attention leads to learning. Motivation is the very heart of the learning process. Without motivation learning is not possible. The intensity of the motivation of the learner determines the effectiveness of the learning. It is an internal force. Students in the classroom especially the children with special needs constantly need motivation from the teacher. The learning will successfully happen only when the teacher uses the techniques and methods to arouse the motivation of CWSN. Each student is unique so teacher must use the motivation technique individually. In the same classroom teaching, using individual motivation technique can be difficult, but it is very important in the learning process.

For motivation teacher uses some motivation techniques such as:

- Attractive physical and environmental conditions
- Sublimation of innate impulses
- Stimulus variation by the teacher
- Reinforcement
- Attainable goal
- Teaching skills
- Use of Aids

A comprehensive evaluation is carried out to facilitate the process of programme planning. An Individualized Education Plan (IEP) is drawn up by teachers and parents working together to provide the most effective education services for the special student. IEPs usually start with a teacher who notices a child having
difficulties. The teacher would then generally bring this issue to the attention of a psychologist or counselor, as well as the student’s parents. Evaluation plays an important role in judging various aspects of an educational process. If evaluation is separated from the teaching-learning process, it would become fully unreliable. Because planning, organization, implementation, use of teaching materials, etc are based on evaluation. It is not only a measuring of the learning level of a student but it is a tool, which is used for enhancement of a student’s achievement (Rajan, 2012). “Evaluation approach establishes a close relationship between objectives of teaching learning experiences and achievement. It implies a continuous appraisal of the objectives as well as the methods and procedures of teaching and learning, the ultimate purpose always being to provide better guidance to the pupil” (Mangal, 2011). Teachers must evaluate each student’s progress in his/her class. It helps in determining the effectiveness of the programme. Continuous evaluation of a student progress is an integral part of the teaching learning process and should result in the identification of concerns and difficulties quietly and provide a basis for immediate action (Cullen & Pratt, 1992).

Every student learns differently and all teachers need to take their students' individual learning styles into account. Sometimes students with special educational and occupational needs are mainstreamed in regular classrooms and sometimes they're placed in special classrooms tailored to their needs.

1.2 NEED AND SIGNIFICANCE OF THE STUDY

Education in general, as we all know, stands for bringing desirable modification in the behavior of the youngsters, for bringing an all-round growth and development of their personality. Special education is no exception, it is also a quite goal directed and objective oriented phenomenon. Special education is meant for serving, two types of objectives, the general objectives to be realized through any type of general education and the specific objectives needed to be attained for meeting the special needs and requirements of the special/exceptional children (Mangal, 2011).

The major objective of special education is to make students with special needs as independent as possible and to be included into society. The aim of
special education is to help the children with special needs to lead a normal life or to become self-sufficient or help to draw out the maximum potentialities from the child. Role of a special educator or special teacher is very important in realizing the aim of special education.

The teacher may guide the child in making decisions and developing resourcefulness. Teacher must know not only child’s physical and mental possibilities and limitations but also his/her desires and interests pertaining to his/her present and future understanding. Children with special problems require teachers with special skills and abilities.

The teacher must remain objective and always a pillar of support for the children and their families. Not only is it an extra burden placed on the role of a teacher to understand families of children with disabilities, but also they sometimes lack the knowledge and training necessary.

The ideal situation of any special person is to be surrounded by specialists in the field. The teacher's role in special education programmes is to become the major communicator between parents and other staff involved. The teacher probably spends most of the time with the child aside from the parents. The teacher is also the one who works more around this population than anyone else. Therefore, teachers become the resource for parents, colleagues, and other personnel involved (Umansky & Hooper, 1998).

A study conducted by Reddy (2006) reveals that organizational structural, professional training, interpersonal and professional interactions, instructional assignments and arrangements are the major sources of stress for special education teacher working in the schools for different disabilities. The studies reveal that special teachers have many problems in this field.

The quality of education and standards of achievement are inseparably interrelated with the quality of a teacher. The teachers have a great responsibility to make the students’ future bright. Commitment of a teacher can be determined by her way of teaching punctuality, giving illustrations, creating interest in the students, proper motivation, encouragements, kindness, selection of appropriate teaching
procedures, selection of teaching methods and materials, proper evaluation strategies, and being helpful all the way. Since a teacher is a role model for the students, the satisfaction and eventually the commitment of a teacher becomes vital in the field of education.

The word satisfaction itself means arising pleasure from having what want and what need; it is a positive thinking. A satisfied mind can think positively and logically. Thus it can produce remarkable and productive output in all aspects of life. Job satisfaction can also be seen as an indicator of emotional well-being or psychological health (Chamundeswari, 2009). Satisfaction asserts that it can lead to behaviors that can have either positive or negative impact on organizational functioning.

Research in the field of special education in India is in its infancy stage. Because almost all researches in education focuses on the formal and non-formal education of normal children. The rate of development of special education field in India is very slow. It does not have enough and better situations for the development of children with special needs. Only a few educationalists and researchers in our country have emphasized the importance of special education.

Some studies found in special education are concerning teacher competencies (Barber, 1960), role performance (Reddy, 1997), attitude and characteristics (Renold, 1992) of effective teachers in abroad etc. Whatever research is available in India, it is mostly in general education and only few studies are related to special education; they are at only superficial level (Reddy, 2005).

Special teaching is still remaining a non-attractive profession in our country. It is facing so many problems in classroom teaching and outside. The success of special education depends mainly on the committed and scientific implementation of the principles of special education in the class rooms. This is the major function of special educators. Satisfaction is also necessary for the success of any job. Good teaching leads to good satisfaction. Satisfaction is important for all teachers. Dissatisfaction means teachers are facing so many problems. So it is also important to find out the extent of satisfaction of special teachers in teaching. Studies on problems
of special teachers are very rare in India. In this study the investigator tries to find out the satisfaction and problems of special teachers with regard to each and every minute step in the process of special teaching. The need and significance of such a study is very high, especially in Indian context.

1.3 STATEMENT OF THE PROBLEM

This study deals with the level of satisfaction and level of problems of special teachers in teaching children with mental retardation, autism and multiple disabilities. This study specifically looks into the satisfaction of special teachers in various aspects of teaching and the problems experienced by them in the process of teaching. So this study is entitled as

“Satisfaction and Problems of Special Teachers in Teaching Children with Autism, Mental Retardation and Multiple Disabilities”

1.4 OBJECTIVES OF THE STUDY

1. To identify the extent of satisfaction and problems among the special teachers in teaching children with autism, mental retardation and multiple disabilities.
2. To find out the satisfaction and problems of special teachers in conducting special education assessment for children with autism, mental retardation and multiple disabilities.
3. To find out the satisfaction and problems of special teachers in the selection of appropriate skills for children with autism, mental retardation and multiple disabilities.
4. To find out the satisfaction and problems of special teachers in planning the teaching procedures for children with autism, mental retardation and multiple disabilities.
5. To find out the satisfaction and problems of special teachers in planning and using appropriate motivation strategies for children with autism, mental retardation and multiple disabilities.
6. To find out the satisfaction and problems of special teachers in selection and preparation of appropriate teaching materials for children with autism, mental retardation and multiple disabilities.
7. To find out the satisfaction and problems of special teachers in the application of effective teaching strategies for children with autism, mental retardation and multiple disabilities.

8. To find out the satisfaction and problems of special teachers in the interaction with children having autism, mental retardation and multiple disabilities.

9. To find out the satisfaction and problems of special teachers in employing appropriate evaluation strategies.

10. To find out the problems of special teachers in using reinforcement strategies.

11. To compare the satisfaction of special teachers in teaching children with autism, mental retardation and multiple disabilities.

12. To compare the problems of special teachers in teaching children with autism, mental retardation and multiple disabilities.

13. To analyze the satisfaction and problems of the special teachers with respect to certain selected teacher related variables.

1.5 HYPOTHESES

The following null hypotheses are stated.

1. There is no significant difference among the three groups of special teachers in their satisfaction.

2. There is no significant difference among the three groups of special teachers in their satisfaction in conducting special education assessment.

3. There is no significant difference among the three groups of special teachers in their satisfaction in selection of appropriate skills.

4. There is no significant difference among the three groups of special teachers in their satisfaction in planning the teaching procedures.

5. There is no significant difference among the three groups of special teachers in their satisfaction in planning and using appropriate motivation strategies.

6. There is no significant difference among the three groups of special teachers in their satisfaction in selection and preparation of appropriate teaching materials.
7. There is no significant difference among the three groups of special teachers in their satisfaction in the application of effective teaching strategies.

8. There is no significant difference among the three groups of special teachers in their satisfaction in the meaningful interaction with students.

9. There is no significant difference among the three groups of special teachers in their satisfaction in employing appropriate evaluation strategies.

10. There is no significant difference in the satisfaction of special teachers with respect to certain selected socio-demographic variables.

11. There is no significant difference among the three groups of special teachers in their problems in teaching.

12. There is no significant difference among the three groups of special teachers in their problems in conducting special education assessment.

13. There is no significant difference among the three groups of special teachers in their problems in selection of appropriate skills.

14. There is no significant difference among the three groups of special teachers in their problems in planning the teaching procedures.

15. There is no significant difference among the three groups of special teachers in their problems in planning and using appropriate motivation strategies.

16. There is no significant difference among the three groups of special teachers in their problems in selection and preparation of appropriate teaching materials.

17. There is no significant difference among the three groups of special teachers in their problems in the application of effective teaching strategies.

18. There is no significant difference among the three groups of special teachers in their problems in the meaningful interaction with students.

19. There is no significant difference among the three groups of special teachers in their problems in employing appropriate evaluation strategies.

20. There is no significant difference among the three groups of special teachers in their problems in using appropriate reinforcement strategies.

21. There is no significant difference in the problems of special teachers with respect to certain selected socio-demographic variables.
1.6 OPERATIONAL DEFINITIONS

Operational definitions of the important terms used in the present study are given below:-

Satisfaction

Satisfaction is the extent of happiness one derives from his or her job through performing the assigned task.

In the present study, the term ‘satisfaction’ refers to the contentment of the special teachers in various aspects involved in their teaching of children with autism, mental retardation and multiple disabilities.

Problems

Problem is an issue or obstacle which makes it difficult to achieve a desired goal or purpose.

In the present study, problem means the difficulties, deficiencies, and/or hindrances faced by special teachers in implementing the special education process while teaching children with autism, mental retardation, and multiple disabilities.

Special teachers

Special teachers are those who teach children with special needs.

In the present study, the term special teachers refers to those teachers with special training and are giving education and training to children with autism, mental retardation and multiple disabilities in the special schools.

Special children/exceptional children

“An exceptional learner is an individual who, because of uniqueness in sensory, physical, neurological, temperamental, or intellectual capacity and/or in the nature and range of previous experience, requires an adaptation of the regular school programme in order to maximize his or her functioning level” (Hewett and Forness, 1984).
In this study the term special children refers to children who are studying in special schools for children with autism, mental retardation and multiple disabilities.

**Autism**

Autism is a brain disorder that typically affects a child’s ability to communicate, form relationships with others and respond appropriately to the environment. Some children with autism are relatively retarded, mute, or have serious language delays. For some, autism makes them seem closed off and shut down, there are others who seem locked into repetitive behaviours and rigid pattern of thinking” (Advani and Chadha, 2003).

Autism is generally regarded as the most severe developmental disability arising in early childhood. It accompanies deviant as well as delayed development of communication skills; failure to use language effectively as a tool in social relationships and stereotyped, repetitive patterns of behaviour involving rigid habits and routines that must not be violated and refusal to engage in unfamiliar or new activities. Signs of this condition may begin to appear either from birth or after a period of normal development of the young child. In the present study, child with autism means the combination of autism with mental retardation attending special schools for CWMR.

**Mental retardation**

“Mental retardation refers to substantial limitations in present functioning. It is characterized by significantly sub-average intellectual functioning, existing concurrently with related limitations in two or more of the following applicable adaptive skill areas: communication, self-care, home living, social skills, community use, self direction, health and safety, functional academics, leisure and work. Mental retardation manifests before age 18” (AAMR, 1993).

In the present study, mental retardation refers to children with significantly less mental ability or intelligence studying in special schools.
Multiple disabilities

Multiple disabilities refer to any combination of two or more types of disabilities. There are some conditions that consist of two types of disabilities sometimes, although medically, they are in fact individual condition with varying syndromes (Joint Community Service Project, Singapore, 2005).

In the present study, a child who has a combination of two or more disabilities is considered to have multiple disabilities. The combination of mental retardation with hearing problems, mental retardation with visual problems, mental retardation with loco motor problems, mental retardation with cerebral palsy and mental retardation with mixed problems.

1.7 METHODOLOGY IN BRIEF

The descriptive survey method is adopted for this study. The sample is composed of 651 special teachers working with children having Mental Retardation, Autism and Multiple Disabilities in different special schools of Kerala State. Method of random sampling is employed for the selection of the sample. The tools used for collecting data are inventories for identifying level of problems and satisfaction of teachers. The data obtained were tabulated and analyzed by using appropriate statistical techniques.

1.8 SCOPE OF THE STUDY

The present study is expected to provide many important findings on the areas such as teacher’s satisfaction and problems in teaching. The outcome of the study will help to find out the problems of special teachers and level of satisfaction in teaching children with autism, mental retardation, and multiple disabilities. The findings of the study are expected to pinpoint the nature and extent of satisfaction and problems in various specific areas involved in the process of special education. This indepth information could be utilized for organizing special teacher empowerment programmes. It is also expected that curricula for special teacher training programme can be restructured on the basis of the information gained through this study. Hence
the findings of the study if properly utilized can have significant influence in the practice of special education.

It is hoped that the study would provide valid information to special schools authorities with regard to satisfaction and problems of special teachers. The findings will also help the school authorities to develop and create adequate facilities, provide appropriate assessment and evaluation instruments and teaching materials for teachers. This study will also be helpful to the educational authorities to enrich the teaching programme. It is also expected to bring forth certain clues regarding the research needs related to the topic. In short, the present study has multifaceted – theoretical, practical and research level applications.

1.9 INCLUSION CRITERIA

Special teachers who are teaching in special schools for children with mental retardation.

1.10 EXCLUSION CRITERIA

Teachers who are teaching in bud schools, SSA teachers, IED special teachers, teachers who are teaching children having autism without mental retardation and the teachers who are working in special schools but do not have any special teacher training.

1.11 DELIMITATIONS OF THE STUDY

Certain delimitations of the study may affect the generalization of the results. The investigator selected only limited variables - problems and satisfaction in teaching. There are many factors related to satisfaction and problems of special teachers, but the investigator limits her study in to the minute aspects involved in the process of special teaching.
1.12 FORMAT OF THE REPORT

The report consists of five chapters

Chapter 1

Contains the context of the study, need and significance, statement of the problem, statement of objective and hypotheses, brief outline of the methodology and discussion on scope and delimitations of the study.

Chapter II

Consists of review of relevant background literature and abstracts of related research studies.

Chapter III

Provides the detailed description of the different methodological steps involved in the study.

Chapter IV

Deals with the analysis of data and the interpretation of the results.

Chapter V

Provides the summary of the study, major findings, implications of the results and suggestions.