

# SPECIAL NEEDS OF CHILDREN: NEED OR HOUR

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## Introduction;

Special education is the education of students with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education (Lewis, 1991).

Common special needs include challenges with learning, communication challenges, emotional and behavioral disorders, physical disabilities, and developmental disorders. Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, use of technology, a specifically adapted teaching area, or resource room.

Intellectual giftedness is a difference in learning and can also benefit from specialized teaching techniques or different educational programs, but the term "special education" is generally used to specifically indicate instruction of students

Special Education in this paper refers to the education provided to all children who have special education needs. These children include, those who have obvious physiological impairments and these impairments have reached a certain degree (e.g., children with visual and hearing impairments, and physical disability); those who have no obvious physiological impairments but have obvious functional or developmental discrepancies from normal children (e.g., children with emotional/behavioral disorder, children with learning disability); and those who have obvious discrepancies in intelligence development (e.g., children with mental retardation, gifted children) (UNESCO, 2001).. Meanwhile, it is emphasized that, although the goal of special education is essentially identical to general education, many specific instructional contents and measures have been adopted to respond to the needs of children with special education needs besides using the methods that have been widely practiced for general children.

## The Role of SEN

Special education is one essential part of the whole education system, thus, the basic education system would not be complete without including special education component. Relevant laws and regulations in China have mandated that special education should be carried out for those with special education needs while implementing basic education for all children around China, Also, it is widely acknowledged that all children, including children with special education needs are entitled to an equal and appropriate education, and this is one of the cherished goals GBEP is aim at. This explains why GBEP has taken special education as one critical component of the whole project.

## The Goal of SEN

Initiate base-line investigation in the local areas so as to understand the total number and other

### SEN component is aim at:

1. Change the traditional ideologies long held by the local communities and personnel related to education (teachers, head teachers, and education administrators), and make them understand the notions of educational equity, diversity in learning needs, and everybody having potentials for development, etc.; improve the creation of inclusive schools and supportive communities.
2. Build up the local expertise on special education by training local teachers with the basic knowledge and instructional techniques of special education.
3. Make the local education authorities and schools include special education into their whole education development plans, and require them develop specific action plans for special education accordingly. information (e.g., economic status, geographical distribution) of children with special education needs; enroll those who have not come to schools into age-appropriate classrooms.
4. Initiate base-line investigation in the local areas so as to understand the total number and other information (e.g., economic status, geographical distribution) of children with special education needs; enroll those who have not come to schools into age-appropriate classrooms.
5. Develop localized training materials and initiate mass training for all head teachers and teachers in the four counties so as to enable them understand basic beliefs and specific teaching and classroom management techniques, and improve their teaching and management for children with special education needs in their classes.
6. Improve the total development of special education in the local area through these training and activities, and work towards realizing the goal of equal and high-quality education for all.

### Major Contents of SEN

1. Teacher training for relevant teachers and administrators.
2. Drafting action plans for local areas and schools
3. Teaching material development.
4. Large-scale implementation of special education programs in the local areas and provision of corresponding monitoring and consultation.

The teaching material includes 20 units, mainly covering the contents of basic understanding, knowledge, individual difference, and basic domains of special education. It also includes a few practical teaching techniques such as individualized teaching, step-by-step teaching, and family school partnership development, etc.

### Special Methods of Teaching Education

Special education lesson plans are specially designed teaching methods or teaching techniques for students of all age groups, in a mild to profound disabilities. Group plans vary depending on the nature of the child, age and extravagance and the type of disability. These plans has been due primarily to promote the commitments of students, preparing students to function

independently and to master the skills to build and strengthen social skills and provide children and families who make life a telephone Free. Special methods of teaching education

Special education lesson plans include math, knowledge, music, foreign language and art classes, computers and the Internet, social studies, physical education and shape, and a superior number of multi-disciplinary lessons. special educators must develop presentations to meet the different levels of individual disability. Music, dance and other art forms are fantastic aids to enhance learning among students with disabilities. Reading, writing, public speaking and can be fostered by educators. Well thought out lesson plans will improve the reasoning ability of children and reading, feeling and action, making a sense of personal accomplishment, to promote foreign language development, promote communication, contribute to the achievement of motor control and physical well-being, and cultivating a positive attitude toward school. Special methods of teaching education

The rejoinder of students with disabilities in the program depends on the nature of disability, i. e., Physical, emotional or cognitive. A excellent teacher can encourage each student to participate in the learning experience not only with the help of appropriate equipment, but with excellent teaching methods that could be a person with disabilities. Special methods of teaching education.

## **SPECIAL EDUCATION TEACHING STRATEGIES**

Special education Course plans are specially designed teaching techniques or educational techniques for students of all age groups, in mild to profound disabilities. The class plans would fluctuate depending upon the child's nature, age, and the extremeness and sort of disability. These lesson plans are mainly caused to promote student engagements, to prepare students to function independently and to master abilities, to build and support social competence, and to make it easier for youngsters and this families make a issue free of charge life. Special Education Teaching Approaches

According to Farrell and Ainscow (2002), unique education course plans contain math, science, music, language and art lessons, computers and the World wide web, social studies, physical education and health, and a bigger number of multi-disciplinary lessons. Unique educators should design presentations tv cater to various levels of individual disability. Music, dance, and other art forms are excellent aids to enhance studying in students with disabilities. Reading, writing, and public speaking can be encouraged by unique educators. Well thought out lesson plans will improve the child's reasoning ability and reading skills, feelings and response, generate a sense of personal fulfillment, encourage language development, promote communication, support to attain motor control and physical wellness, and cultivate positive attitudes towards the school. Unique Education Teaching Strategies

The response of disabled students towards the curriculum depends on the nature of the disability, i.e., physical, emotional or cognitive. A excellent teacher can encourage every student to participate in the understanding experience not only with the assistance of well-adapted materials, but also with proper instructional techniques which would be practicable in a disabled individual.

### **Instructional Strategies**

Different instructional techniques are used for some students with special educational needs. Instructional strategies are classified as being either accommodations or modifications (Borah, 2003).

An accommodation is a reasonable adjustment to teaching practices so that the student learns the same material, but in a format that is accessible to the student. Accommodations may be classified by whether they change the presentation, response, setting, or scheduling. For example, the school may accommodate a

student with visual impairments by providing a large-print textbook; this is a presentation accommodation.

A modification changes or adapts the material to make it simpler. Modifications may change what is learned, how difficult the material is, what level of mastery the student is expected to achieve, whether and how the student is assessed, or any another aspect of the curriculum. For example, the school may modify a reading assignment for a student with reading difficulties by substituting a shorter, easier book. A student may receive both accommodations and modifications. (Advani, 2002)

### Examples of Modifications

**Skipping subjects:** Students may be taught less information than typical students, skipping over material that the school deems inappropriate for the student's abilities or less important than other subjects. For example, students whose fine motor skills are weak may be taught to print block letters, but not cursive handwriting.

**Simplified assignments:** Students may read the same literature as their peers but have a simpler version, for example Shakespeare with both the original text and a modern paraphrase available.

**Shorter assignments:** Students may do shorter homework assignments or take shorter, more concentrated tests, e.g. 10 math problems instead of 30.

**Extra aids:** If students have deficiencies in working memory, a list of vocabulary words, called a word bank, can be provided during tests, to reduce lack of recall and increase chances of comprehension.

Students might use a calculator when other students are not.

### Examples of Accommodations

**Response accommodations:** Typing homework assignments rather than handwriting them (considered a modification if the subject is learning to write by hand). Having someone else write down answers given verbally.

**Presentation accommodations:** Listening to audio books rather than reading printed books. Agencies like Recording for the Blind and Dyslexic in America and RNIB National Library Service in the UK offer a variety of titles on tape and CD. These may be used as substitutes for the text, or as supplements intended to bolster the students' reading fluency and phonetic skills. Similar options include designating a person to read text to the student, or providing text to speech software. (Considered a modification if the purpose of the assignment is reading skills acquisition). Designating a person to take notes during lectures. Using a talking calculator rather than one with only a visual display.

**Setting accommodations:** Taking a test in a quieter room. Moving the class to a room that is physically accessible, e.g., on the first floor of a building or near an elevator. Arranging seating assignments to benefit the student, e.g., by sitting at the front of the classroom.

**Scheduling accommodations:** Students may be given rest breaks or extended time on tests (may be considered a modification, if speed is a factor in the test).

All developed countries permit or require some degree of accommodation for students with special needs, and special provisions are usually made in examinations which take place at the end of formal schooling.

In addition to how the student is taught the academic curriculum, schools may provide non-academic services to the student. These are intended ultimately to increase the student's personal and academic abilities. Related services include developmental, corrective, and other supportive services as are required to assist a student with special needs and includes speech and language pathology, audiology, psychological services, physical therapy, occupational therapy, counseling, services, including, rehabilitation counseling, orientation and mobility services, medical services as defined by regulations, parent counseling and training,

school health services, school work, assistive technology services, other appropriate development or corrective support services, appropriate access to recreation and other appropriate support services. In some countries, most related services are provided by the schools, in others, they are provided by the normal healthcare and social services systems.

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