



ADAPTING TEACHING FOR SPECIAL NEEDS STUDENTS – AN EMPIRICAL VIEW

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ABSTRACT:

Special needs instructors may respect each student's unique learning requirements while incorporating effective ideas and techniques to make learning enjoyable and engaging. Professionals can be prepared to teach special education kids with compassion and structure by earning a graduate degree in special education. The ability of the brain to send, receive, and process information is instead compromised by a neurological disease. Simply said, their brains are wired differently. Names like Albert Einstein, Nelson Rockefeller, Thomas Edison, and Walt Disney attest to the fact that this does not in any way imply that they have a lower IQ than the others. The main purpose of the study is to know the various adapting teaching for special needs students. This study is based on secondary data sources such as journals, articles, books, websites and many more.

Keywords: Teaching, Special Needs, Strategies etc.

INTRODUCTION:

Special needs instructors may respect each student's unique learning requirements while incorporating effective ideas and techniques to make learning enjoyable and engaging. Professionals can be prepared to teach special education kids with compassion and structure by earning a graduate degree in special education. A special service for pupils with mental, physical, emotional, and behavioral problems is special needs education. To help special needs pupils reach their full potential, it uses particular teaching techniques. However, because the definition of "special needs" is so broad, it is certain that teachers will come into contact with some sort of special needs student in their regular classroom. It doesn't matter if the kid has a learning, physical, developmental, behavioral, emotional, or communication handicap; as a teacher, you must be prepared to use individualized teaching methods.

Today, a wide range of experts concur on the inclusion model of education, which reinforces the case for all instructors having the tools necessary to provide a supportive learning environment for kids with special needs.

Typically, the terms "disability" and "special education needs" are more specific, whereas "special needs" acts as an umbrella term. While "special education needs" refers to learning challenges that make it harder for students to learn compared to typical children their age, the term "disabilities" is primarily about physical and mental inabilities. Despite the fact that they don't actually inform you anything about the teaching strategy you should employ, it is crucial for you to be aware of these distinctions as a teacher. You should be aware of what questions to pose and how to better comprehend them because parents may use these terminology.

OBJECTIVE OF THE STUDY:

The main purpose of the study is to know the various adapting teaching for special needs students.

RESEARCH METHODOLOGY:

This study is based on secondary data sources such as journals, articles, books, websites and many more.

ADAPTING TEACHING FOR SPECIAL NEEDS STUDENTS

Setup of a classroom

Students can learn from one another and concentrate on the material that corresponds to their level of expertise by being divided into groups or centres in the classroom. The instructor can visit each group in turn while providing them with particular instructions and homework. The help of the teaching assistants might also be quite important for the smaller groups. According to the blog Resilient Educator, "each centre would specialise on one topic or level. The instructions and all the instructional materials for the centres would be self-contained. Additionally, they would be partly self-explanatory and self-guided to allow the teacher to move between the various areas and offer the proper instruction.

Setting Goals and Expectations

The key to working with pupils who have special needs is clear communication (and their parents). Teachers are urged to deliberately spell out all academic and behavioral standards for pupils, such as telling them to raise their hands before speaking or to ask someone's permission verbally before acting. Another alternative is to let students know what they will study and what they must do by the end of the day. Other ideas include producing a list of classroom behaviour guidelines and making progress boards for each kid.

Organizing Steps

It might be intimidating to make a big jump occasionally. Try breaking down a certain class, topic, book, or task into smaller steps to make it more doable. For instance, you may break up an assignment into tasks and emphasise the key points in each one. This useful tip can assist teachers in accurately identifying a

student's area for development before it snowballs into a long-term problem, in addition as assisting students in feeling like they are following the lesson plan.

Alternative Tests and Assignments

It is true that the educational system as we currently know it places a strong focus on assessments and testing. However, some special needs children find it difficult to take tests and may do poorly even though they fully understand the material. Testing and smaller projects may not be necessary if teachers allow pupils to demonstrate their grasp of a subject in their own unique style. An instructor may, for instance, enable a student to present rather than write a paper, let them consult a reference book, or give them additional time on a test.

Use computer based programs:

To help keep autistic pupils' attention. When working with children who have autism, Stages Learning Line is a crucial resource. For teachers and educators dealing with young children with autism, the platform provides a ground-breaking visual learning and evaluation tool. Thousands of pictures and exercises were used to construct the application, which was produced by a licensed behaviour analyst. Additionally, you may utilise your own photos to tailor lessons to the interests of particular pupils. Teachers may design efficient, personalised lesson plans using a single, standardized platform, which they can then distribute to students and teachers who might have similar interests. The earlier Stages Learning Line products have been studied, used in classrooms throughout the world, and have demonstrated to be excellent teaching aids for students.

Utilize visual aids like graphs, charts, and images

The colorful, striking images of the Stages Learning Line computer application are likely to delight. Autism-affected kids frequently adapt well to technology. They enjoy using Stages Learning Line because it encourages interaction while they learn.

Peers are excellent role models for students with autism spectrum disorders. When working on projects or taking part in school activities, pair up kids who get along. Many kids relish the chance to serve as a peer mentor to the student with special needs. The experience is beneficial for both the peer counselor and the autistic student.

TEACHING STRATEGIES FOR LEARNING DISABILITIES

The first thing to realize is that a learning issue or impairment does not imply that your child is uninterested, lazy, or dull. It is also not a result of a physical or mental condition or a financial hardship. The ability of the brain to send, receive, and process information is instead compromised by a neurological disease. Simply said, their brains are wired differently. Names like Albert Einstein, Nelson Rockefeller,

Thomas Edison, and Walt Disney attest to the fact that this does not in any way imply that they have a lower IQ than the others (they too were rumored to have learning difficulties!).

Even when it comes to their capacity for grasping and learning, each person possesses unique talents and skills. It is feasible to identify these, nevertheless, and modify the best teaching methods to help them.

WHAT ARE THE SIGNS OF LEARNING DISABILITIES?

You must keep an eye on the student's behaviour and aptitude as a parent or instructor because that is the only way you can tell if they are struggling. Among the most typical indications are:

- They are often slow in grasping what's being taught
- Problem with understanding and following directions
- Trouble with focusing/ holding attention
- Zoning out
- Delayed speech
- Clumsiness
- Problem reading/ writing/ pronouncing words

The fact that everyone hears, sees, and understands things differently may be the case despite the fact that they each have a unique sign or symptom. And because the process is slowed down, learning and using new skills becomes challenging. Even while learning new things is never easy, keep an eye out to see if one particular area of learning is regularly difficult because that may indicate a learning disability.

WHAT TEACHING STRATEGIES MIGHT HELP STUDENTS WITH LEARNING DISABILITIES?

1. Break tasks into smaller steps

Not everything should be taught all at once. Nobody can make that operate properly. Because people, especially those with learning difficulties, have shorter attention spans, you must make it both succinct and interesting. Therefore, dividing the knowledge into more manageable parts is a good teaching method.

2. Present information in ways they can best adapt

Everybody has a unique learning style. Particularly for people who struggle with learning, some senses are more powerful than others. And as a teacher, you should work on identifying those and using the same techniques to coach your pupils.

3. Probe regularly to ensure understanding

When you have finished talking about the subject, go back to it to see if they remembered it correctly. Each one needs revisions and reminders, and in this instance, too, only practise will yield perfection. Many adopt the practise of using an online class to review every other day after attending an offline session. They

would stay current on the subject and become accustomed to various learning environments in this way. (Therefore, be sure to spend money on a quality online education tool.)

4. Boost individual practice

Allow them to explore on their own and learn. Don't give everything a spoonful. Give them time and space to experiment on their own after you have introduced them to specific concepts or methods. They will find things more engaging and develop patience via experimentation.

5. Show students by example how to accomplish it.

Recall that influence is more important than anything else. They will remember what you demonstrate to them and how you behave rather than how you instruct them. As is well-known, deeds speak louder than words. Use them for something. Allow them to participate while demonstrating your support for them throughout the journey.

6. Utilize mnemonics

Using mnemonics during teaching is another powerful method. With the use of several clues that make learning easier, this technique of learning improves recall and retention. However, as a teacher, you must make sure that the memory techniques you select are in fact simple for students to recall.

STRATEGIES FOR TEACHING STUDENTS WITH PHYSICAL DISABILITIES IN MAINSTREAM CLASSROOMS

1. Teaching Strategies for Hearing Impaired Students:

- Prepare the class by teaching students about the difficulties their classmate faces, and explain how they're supposed to interact with them.
- Present lecture information in a visual format (printable handouts, PowerPoint presentations, and so on).
- Use sign-language too whenever you speak or give instructions.
- Provide transcripts of audio information.
- Provide special audio-visual materials that aid the learning process in hearing-impaired students.
- Be patient and allow for some extra time when the student is working on a project or giving an answer.

2. Teaching Strategies for Visually Impaired Students:

- Always describe or explain any visual materials used during classes. You can also dictate whenever you're writing something on the board.
- Give oral instructions. Whenever you use printed materials, read the instructions and the assignment out loud.

- Change the classroom rules. For example, ask children to clap when they want to ask a question, instead of raising their hand.
- Rely on tactile information whenever possible. For example, when you're learning about nature and plants, bring examples of leaves and different types of plants, so children can touch them, instead of using pictures.
- Use assistive technology. Many school textbooks can be found in an audio format. Give visually impaired children the opportunity to listen to the lecture on headphones while others are reading the material. If you prepare your own reading material, you can record yourself reading the lecture, and give the tape to the student, so they can listen while others read.

3. Teaching Strategies for CP/Mobility Impaired Students:

- Inspect the classroom and report any physical barriers that might be an obstacle for children with mobility impairments. The goal is to have an accessible classroom.
- Rearrange desks, so there's more space for children in wheelchairs.
- Permit students to record the lecture, instead of writing or taking notes.
- Partner a student with a classmate who can help them while working on projects.
- Students who can't write need to have the option to take exams orally.

CONCLUSION:

Students who are physically or cognitively challenged benefit specifically from special education classes. Students with disabilities receive high-quality learning in the ideal special education classroom. Even though there is currently a movement in education toward online learning and including students with special needs in regular classes, more severely impaired individuals still require special education sessions. To give the students who need it most more focused, specialized attention, special education classrooms are designed.

Teaching pupils with autism is difficult, but if the right teaching techniques are included into the daily routine, the experience may be beneficial for the autistic child, his instructors, and his classmates. Socialization is difficult for autistic kids. Each learner engaged in the Stages Learning Line computer-based programme enters a new world of wonder. As he learns new concepts and abilities, the autistic learner can work independently and experience feelings of joy and achievement. The curriculum enables the learner to concentrate on their interests. Teachers are impressed as they observe in awe as their autistic children advance through the curriculum at their own rate, improving their linguistic abilities.

Teachers may enhance their teaching efficacy by using Stages Learning Line. When parents attend parent-teacher conferences and learn about the great things happening in their child's education, they are overjoyed. Teachers may create a productive, passionate, and academically successful learning environment by combining classroom management techniques and the Stages Learning Line programme.

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