Historical Overview of Inclusive Education & Teacher

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Abstract: Now a current need for teachers to have additional skills and abilities in technology, specifically concerning the special needs student. This need extends to all teachers, not just special education teachers, as all teachers are now likely to have students with disabilities. Inclusion requires teachers to accept the responsibility for creating schools in which all children can learn and feel they belong. In this task, teachers are crucial because of the central role they play in promoting participation and reducing underachievement, particularly with children who might be perceived as having difficulties in learning. The current educational system encourages an inclusionary setting for all special needs students. This paper provides information concerning Historical overview of inclusive education, concept, needs of inclusion, and teacher's role in this platform.

Key Words: Teacher, Inclusive Education.

Introduction: This article locates recent developments in inclusive education in a broader discussion about the role of teachers in educating all children more effectively than may have been done in the past. It considers broad issues of achievement, underachievement and participation, and the roles, responsibilities and identities of teachers, as well as the development of their skills and knowledge. In particular, it argues for the central role of teachers in promoting inclusion and reducing underachievement, particularly when dealing with children who are perceived as having difficulties in learning. It also provides some suggestions about the role of teacher education in the development of teachers' skills, knowledge, attitudes and beliefs.

Historical Overview: Prior to the recent interventions done by Government of India, in 1972, children with neurological and multiple disabilities were not included in government classification and no schools existed to cater to their needs. To change this situation, the first school was established in Bombay. It introduced the concept that expertise and specialist knowledge was certainly necessary to achieve the desired progress. Thereafter, a series of special schools and services were set up based on first model.

In 1975, the "Education for All Handicapped Children Act" was passed to provide free education and good carefulness to learners with disabilities. Furthermore, in Article 2 of the convention of the Rights of the Child (U.N.1989), it was also indicated that no child should be discriminated against and every child has to receive education. Inclusion has also been the focus of educational debate in the United Kingdom for the past ten years. The three traditional provisions of integration, identified by the Warnock Committee, i.e., vocational, social and functional have been the main methods of bringing children with Special Educational needs together with their peers.

The inclusion of pupils with barriers to learning and development in ordinary schools and classrooms is part of a Global Human Rights Movements. In 1994, at the UNESCO World Conference on Special Needs Education, held in Salamanca, Spain, the idea of inclusive education was given further impetus.

The marginalization and exclusion of learners from an educational system was addressed at the Dakar World Education Forum in April 2000 and it was aptly captured in the statement: "The key challenge is to ensure that a broad vision of education for all as an inclusive concept is reflected in national government and funding agency policies. Education for all… must take account of the need of the poor and the most disadvantaged … young people and adults affected by conflict HIV/AIDS, hunger and poor health and those with special learning needs."

Education of children with disability has been a part of National Policy on Education (1986) and the Programme of Action (1992). Two programmes running currently supporting mainstreaming of disabled children are the Integrated Education for Disabled Children (IEDC) and the Sarva Shiksha Abhiyan.

Concept of Inclusive Education: All people have a right to education. There is no single model for ensuring that education is inclusive and approaches continue to evolve. Inclusive education is an approach that ensures the presence, participation and achievement of all students in education. This may be in formal schools, or in non-formal places of learning, such as co-curricular clubs and humanitarian camps. It often involves working to change the structures, systems, policies, practices and cultures in schools and other institutions responsible for education, so that they can respond to the diversity of students in their locality. Inclusion emphasizes opportunities for equal participation, but with options for special assistance and facilities as needed, and for differentiation within a common learning framework.

Hclusion is:

➢ Recognition of the right to education and its provision in non-discriminatory ways.

➢ A common vision, which covers all people.

➢ A belief that schools and other places of learning have a responsibility to educate all children (and adults) in line with human rights principles.

➤ A continuous process of addressing and responding to the diversity of needs of all learners – regardless of factors such as disability, gender, age, ethnicity, language, HIV status, geographical location and sexuality – recognizing that all people can learn.

Inclusion involves:

▪ Providing appropriate responses to the broad spectrum of learning needs in formal and other education settings.

▪ A particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.

▪ Identification and removal of attitudinal, environmental and institutional barriers to participation and learning.

▪ Modifications and changes in strategies and plans and in content and approaches to learning.

▪ Enabling teachers and learners to see diversity as an asset rather than a problem.

Reasons for Inclusion: With the growing focus to address the needs of all students, including those with disabilities, inclusion is a component of school restructuring agendas (McGregor & Vogelsbert, 1998). The inclusion model has become the current education classroom standard. Consequently, all teachers have a need be trained and prepared for the inclusion of special needs students in the general education population. The concept of an inclusion classroom or school is based upon teaching students with disabilities in regular classrooms, rather than in special schools, classrooms or pullout locations. Supported by court decisions, inclusion has been increasingly defined through lawsuits brought by parents of disabled children around the country. Inclusive Education is a human right, it makes good social sense. Therefore, the reasons for inclusion are-

Human Right:

➤ All children have the right to learn together.

➤ Disabled adults, describing themselves as special school survivors, are demanding an end to segregation.

➤ There is no legitimate reason to separate children for their education. Children belong together- with advantage and benefits for everyone. They do not need to be proceed from each other.

➤ Children should not be devalued or discriminated against by being excluded or sent away because of their disability or learning difficulty.

Good Social Sense:

➤ All children need an education that will help them develop relationship and prepare them for life in the mainstreaming.

➤ Only inclusion has the potential to reduce fear and build friendship, respect and understanding.

➤ Segregation teaches children to be fearful, ignorant and breeds prejudice.

The move towards inclusion is not always widely understood or welcomed where people are used to segregated systems or where educators are fearful of their ability to cope with diversity. Most parents including educated middle class citizen, display little sympathy and sensitivity towards children with visual auditory, motor or intellectual limitations. In an uncaring society, which has earned a notorious global reputation for historical piety and institutionalized neglect of the poor and disadvantaged, it is the ultimate cruelty. Across the

subcontinent, 90% of India has estimated 40 million children aged 6-14 years with physical and mental abilities are out of school.   In addition, the overwhelming majority of them are vagabonds not out of violation but because callous school management and over anxious parents of able children in a travesty of humanity and social justice have consistently discouraged them from entering the nation's classrooms. So Inclusive Education is now an important step for mainstreaming the special need children.

Government Role in Inclusive Education: The government   proposes many funds to implement Inclusive Education in the country. The Ministry of Human Resource Development has allocated Rs 315 million (31.50 crore) in the 2002–03 financial year for integrated education of disabled children. The Ministry of Social Justice and Empowerment has allocated Rs 2.14 billion (213.56 crore) in the 2002–03 financial year, of which Rs 700 million (70 crore) is given to NGOs. The majority of special schools in India are run by NGOs.

Almost all states in India have allocated resources for rehabilitation of people with disabilities. Largely, these resources are spent to sustain special schools and to pay pensions to people with disabilities (social security). Few states have budgets for community-based rehabilitation, integrated education and inclusive education. Since these concepts need more clarity at the operational level, state governments are yet to allocate resources to them.

In India, disability remains a welfare issue and is not seen as a development issue. This is evident from the fact that disability is under the Ministry of Social Justice and Empowerment (formerly the Ministry of Social Welfare) and not under the Ministry of Human Resource Development. Thus, the small budget allocations are spent on paying pensions, providing assistive devices and maintaining institutions for the care of people with disabilities, etc. The central government directs state governments to spend three per cent of poverty alleviation funds on people with disabilities. Budgetary allocations are not enough to make significant impacts in the field of education. Unless state governments allocate funds for inclusive education at different levels, it will be difficult to achieve the goal of UEE because children with disabilities will continue to remain outside the reach of primary education.

In addition to the lack of resources available, societal attitudes towards disability are also a hindrance and need to be changed. This can influence actions at the classroom level. In keeping with this need for change, there have been demands for bringing issues regarding education of all children under one ministry, namely, the Ministry of Human Resource Development, rather than keep children with disabilities under the Ministry of Social Justice and Empowerment, as is currently the case. Such a merger will assist in better planning for all children. There is also a need for convergence of services in special schools, integrated schools, home-based services, and community-based rehabilitation programmes for promoting inclusive education.

Teacher's Role in Inclusive Education: The table that follows outlines the roles of teachers in inclusive schools. A number of variables such as will affect the level of collaboration and co-teaching in inclusive schools: students' diverse learning needs, teachers' training and background, physical space, and available resources.

Administrators will evaluate the needs within the school and determine how best to deploy personnel. Instructional resource teachers are to support students with exceptionalities. In instances where the instructional

resource teacher is working in a classroom with students with exceptionalities, he or she may also support the learning of other students as opportunities arise.

Although some roles are common to classroom/subject teachers and instructional resource teachers, it is important to acknowledge that both teachers bring areas of expertise from their respective fields, which complement each other and enrich the teaching/learning environment.

Instructional Resource Teacher	Classroom/Subject Teacher
Conference with classroom/subject teacher regarding student-specific accommodations, strategies, modifications and alternate programming outcomes.	Conference with instructional resource teacher on curriculum outcomes and instructional and assessment strategies pertinent to individual students.
Provide information to the classroom/subject teacher regarding exceptionalities and the program planning process.	Provide information to the instructional resource teacher regarding curricula.
Assist with identification of outcomes requiring	Take the lead in the identification of outcomes requiring modification and the delivery of modified prescribed courses.
Take the lead in the development of alternate programs, courses and curriculum and collaborate with classroom/subject teacher in the delivery of the outcomes	Collaborate with the instructional resource teacher regarding classroom delivery of selected outcomes of alternate programs, courses and curriculum.
Take the lead in the assessment and evaluation of the outcomes of alternate programs, courses and curriculum in collaboration with the subject/classroom teacher.	Collaborate with the instructional resource teacher in the assessment and evaluation of the outcomes of alternate programs, courses and curriculum.
May support classroom/subject teacher in the assessment and evaluation of students on prescribed curriculum. The extent to which this will occur may vary depending on the combinations of pullout instruction, collaboration, or models of co-teaching employed. For example, if two teachers decide to parallel teach a topic in language arts, both may be responsible for assessment and evaluation of the class for that topic.	Take the lead role in assessment and evaluation of students on prescribed curriculum (including modified prescribed). This role may be shared with the instructional resource teacher if highly integrated models of co-teaching are employed for specific topics or units of work. Examples of highly integrated models might include extended use of parallel, team and station teaching.

Supply original documents related to accommodations and alternate program/ course/curriculum to the contact teacher.	Supply the original documents related to accommodations and/or modified prescribed courses to the contact teacher.
Take the lead in the monitoring and documenting of alternate programs, courses, and curriculum.	Take the lead in the monitoring and documenting of modified prescribed courses.
Keep copies of the records of accommodations, modified prescribed and alternate program/ course/curriculum documents for regular revision and updates. These are working documents.	Keep copies of the records of accommodations, and modified prescribed course documents for regular revision and updates. These are working documents. If there are alternate program, course, or curriculum outcomes being delivered in the classroom, the classroom teacher should also have copies of those documents.
Participate in joint parent-teacher meetings as agreed upon with the classroom/subject teacher. This could be through physical presence or by providing written comments.	Involve the instructional resource teacher in parent-teacher meetings as determined through conferencing with the instructional resource teacher.

Besides, above these the teacher also should to-

• Work collaboratively with support teacher to assist in development of a support plan that meets the needs of all students in the classroom.

• Recognize students' individual abilities and use various teaching techniques to facilitate learning of all students in the classroom.

• Meet with support teacher on a regular basis and provide information necessary for modifications and adaptations to be developed and implemented.

• Collaborate with the support teacher to assist in the development of the para-educator's schedule.

• Supervise the para-educator's completion of designated activities when in the regular education classroom.

• Provide a model of appropriate interaction and communication with the student, including recognition and acknowledgement of the positive attributes and contributions of all students in the class.

• Provide the support teacher with information about the classroom curriculum, instructional strategies, management techniques, routines, and rules.

• With the support teacher, provide disability awareness activities.

• Facilitate positive social relationships among children. Be aware of and responsible for safety and medical precautions.

- Keep the special educator informed as to the performance of special needs students in your class on a regular basis. It is helpful if you provide a copy of midterm grades and assign report card grades collaboratively with the special educator.

- The classroom teacher should use innovative instructional strategies, including cooperative learning, peer tutoring, hands-on activities, and learning centers in meeting the needs of all children in their classroom.

- Develop and implement weekly lesson plans that facilitate the participation and learning of all students.

- Monitor and evaluate progress of all students and maintain communication with students' parents or families

Conclusion: As the education of all students occurs more frequently within the standard classroom in the inclusion environment, the concepts of teaching and learning that incorporate assistive technology approaches and accommodations become more important. Current and future teachers then "...Need to be focused on classroom-wide and building wide contexts, reflecting an alignment within special education as well as between special and general education" (McGregor & Vogelsbert, 1998). General teacher education programs must restructure themselves to include content for those teachers concerning special education methodology and pedagogy along with student modifications and accommodations.

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