



## **Inclusive Education and Children with Hearing Impairment and Academic Achievement**

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### **Abstract**

All kids may benefit from it in many ways, such as increased communication and social engagement. The effectiveness of the programme may likely be gauged by surveying instructors' perspectives on inclusion. Despite extensive investigation in a variety of nations, the resulting evidence is inconsistent. To that end, "Education for All" has been the catchphrase of inclusive education throughout time. Every child has the right to an education on par with that of "typical" students, as guaranteed by the Salamanca statement for Framework and the convention on the Human Rights of Persons with Disabilities. Anywhere from a modest to severe impairment in hearing functioning might impact a youngster.

**Key Words:** Special Education, impairment, disabilities, children, Hearing etc

### **Introduction**

Over the years, there has been some struggle to abolish discrimination against children with disabilities through the creation of treaties like the Rights of Persons with Disabilities (1975) World program of Action concerning disabled persons (1982), adopted by the United General Assembly (1989), UNESCO (1994) through the Salamanca statement and framework for action on special needs education thrills inclusion movement by coming up with a framework for inclusive education "Education for All", these laws was to enable children with disabilities to study in the same environment as their peers with disabilities. This will also enhance the performance of children with special needs through interaction, participation in the same environment with them and the help of necessary supports.

Social inclusion is a common focus of paediatric early intervention, including for service providers addressing the needs of children with hearing loss. Reports have documented that children with hearing loss may experience lower levels of social inclusion than their typical hearing peers and as explored later in the paper, communication skills may be an influential factor. Individuals, the community and government are increasingly recognising the importance of social inclusion due to its widespread impact on areas of the individual's life including their mental health and economic participation. This has been supported by the inclusion of social inclusion as a desired outcome for children with disabilities in key policy documents, such as the Australian National Disability Agreement and the United Nations Convention on the Rights of Persons with Disabilities.

### **Review of literature**

(Gabriella et al., 2017) Studied "*Social inclusion for children with hearing loss in listening and spoken Language early intervention: an exploratory study*" and found that Social inclusion is a common focus of paediatric early intervention, including for service providers addressing the needs of children with hearing loss. Reports have documented that children with hearing loss may experience lower levels of social inclusion than their typical hearing peers and as explored later in the paper, communication skills may be an influential factor.

(Reilly & Khanh, 2004) Studied "*Inclusive Education for Hearing-Impaired and Deaf Children in Vietnam Pearl S. Buck International/Vietnam*" and found that the "Inclusive Education for Hearing-



Impaired and Deaf Children in Vietnam” program was a pioneering effort to expand and improve the opportunities for schooling of children with hearing disability. There have been substantial and positive gains in the knowledge, attitudes, skills and aspirations regarding these children in Vietnam. Notable progress was made in raising awareness of parents and educators about the value of schooling for children with hearing disability. Significant problems that remain to be solved include earlier identification of children with hearing disability, providing early childhood and family learning activities.

(Prakash, 2012) Studied “*Inclusion of Children with Hearing Impairment in Schools: A Survey on Teachers’ Attitudes*” and found that Over the past two to three decades, in most developed countries there has been a significant trend towards the placement of students with special educational needs in mainstream schools rather than in segregated special schools and special classes. This move has been referred to variously as integration, mainstreaming, and more recently, inclusion. Inclusion refers to students with disabilities becoming part of the general education classroom, receiving a meaningful curriculum with necessary support, and being taught with effective strategies

(Aich & Mathew, 2016) Studied “*Educational Concerns of Students with Hearing Impairment in Secondary and Higher Secondary*” and found that In India, the educational programmes for children with hearing impairment are spread across segregated, integrated and inclusive settings. Currently the emphasis is on promoting inclusive education rather than the other two. Segregated education has been promoted for a group of children with hearing impairment whose needs cannot be met in general schools.

(Afoh, 2022) Studied “*The Relationship between Inclusive Education and Children with Hearing Impairment and Academic Achievement*” and found that Over the years, “Education for All” has been the theme for inclusive education. According to the Salamanca declaration for Framework and the convention of the Human Rights of persons living with disability, every child has the right to study in the same classroom as “normal” children. Hearing impairment is an impairment that affect the hearing functioning of a child which can me from mild to severe.

### **Conceptual Underpinnings and Measurement of Social Inclusion**

Despite the acknowledgment of social inclusion and its positive benefits, a common understanding of its conceptual underpinnings and approaches to measurement has not been reached. Social inclusion is measured using varying methods across the different fields of economics, education and health, which may contribute to this inconsistency. Discussion in these fields centre on two perspectives; a policy or a clinical perspective (specifically for individuals with disabilities). From a policy perspective, indicators of economic self-sufficiency and education are mainly used to measure social inclusion. In the clinical context, literature on the social inclusion of children with disabilities primarily focuses on social interactions, school participation and the way that children with disabilities are included in these contexts. Much of the literature examining the social inclusion of children with disabilities focuses on the type of school that the child attends. This views social inclusion as a state (e.g. that all students should attend mainstream schools) . However, social inclusion can also be seen as a process by which participation is increased, or as a means to an end (e.g. academic outcomes are improved in mainstream schools), or more broadly as a value system concerned with human rights and based on citizenship and community membership. Through the lens of a value system, social inclusion is viewed as broader than the way that a child is accepted and included within an education setting by also incorporating community and all aspects of the child’s life.



### **Framework for Social Inclusion**

The policy and clinical perspectives of social inclusion have been captured within a framework depicting five facets (perspectives) of social inclusion: economic participation, health and access to services, education, personal independence and determination, and interacting with society and fulfilling social roles. The five facets of social inclusion demonstrate that there is more to social inclusion than economic participation or participation in the school environment. They also demonstrate the complexity involved in measuring social inclusion. In this paper, social inclusion will be defined as the purposeful connection of the individual with their social setting rather than purely being present in the setting.

### **Social Inclusion of Children with Hearing Loss**

As previously mentioned, it is reported that children with hearing loss may experience lower levels of social inclusion than their typical hearing peers and communication skills may be influential factor. The focus of these studies on adolescents and the narrow view of social inclusion in only education settings limits the applicability of their findings to understanding the social inclusion of children with hearing loss across the breadth of everyday life as outlined in the above framework.

social inclusion, that do provide some insight into the domains listed in the framework, particularly in relation to the facet of 'interacting with society and fulfilling social roles'. For example, there is evidence to suggest that children with hearing loss under 10 years of age have difficulties with: attention; behaviour; communication; and relationships. This literature indicates that children with hearing loss experience restricted levels of social inclusion on these domains of the 'interacting with society and fulfilling social roles' facet.

### **Academic Achievement of children with Hearing Impairment**

The word 'achievement' means accomplishing something. Academic achievement is defined as a successful performance in schooling. This has been articulated to the learning goals, teaching styles, assistive material that is established in an instructional environment such as school, classrooms, and the teacher's knowledge about the disability. Teaching techniques and assistive devices used has been the most important to improve academic achievement has been seen as. Over the years, academic achievement has been seen as the most important outcome of school. This is usually through a continuous assessment or examination depending on the educational goal of the school. It is often done at the national level or at the class level to evaluate if a child is ready to be promoted to the next class or not. The feeling of acceptance of children with partial hearing loss by their peers often affect the academic performance. This is because children with mild or partial hearing loss often feel isolated in a general inclusive school setting with their hearing peer, and thus social acceptance has a role to play in their academic's outcome.

### **Conclusion**

Children with mild hearing loss cannot be accommodated in an inclusive environment without prior knowledge from the medical's reports, available resources needed, IEP, assistive devices, trained special educators, and a well sound audio verbal classroom with sound range of at least 47dB. Also, inclusive education has not be left only at the level of policy making because from the above analysis it has led to a great improvement in Language, communication, writing through the provision resources, proper curriculum, trained teachers, and devices that suit the individual needs of all in an inclusive setting.



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