



Special Education Instructors Can Do to Foster an Accepting Learning Environment

Naveen Kumar

Assistant Professor, Dept. of Special Education
Darpan Rehabilitation & Research Centre, Jind (Haryana)

Abstract

The study looked at one school's efforts to incorporate and integrate students who were deaf or hard of hearing. Over the course of three years, a series of interviews with educators and observations of classrooms shed light on the crucial roles that were performed by both general educators and special educators. It is described the responsibilities of the special educators, the adaptations and accommodations made by the classroom teachers, issues concerning the ownership and attitude of the classroom teachers, perceptions of the role of the special educator, as well as specific areas of concern expressed by both the special educators and the classroom teachers.

Introduction

In recent decades, there has been a dramatic rise in the use of inclusive education practises, which include integrating kids who need special education services into regular classes with their usually developing classmates. According to the statistics provided by the National Centre for Education Statistics in the United States, more than sixty percent of children with disabilities spend at least eighty percent of their school day in general education classes.

According to a number of studies, inclusive education is beneficial to each and every kid in the classroom because it fosters uniqueness and equality while also offering teaching that is deliberate and individualised. When a student with autism is surrounded by a varied peer group, the student without autism may learn how to create good connections with a bigger variety of children, while the student without autism may learn how to form positive interactions with a wider range of children.

Creating a productive integrated learning environment is a difficult endeavour that requires the participation of families as well as teachers and administrators. It is common practise for instructors of special education and general education to collaborate on the development of a curriculum and the cultivation of a healthy student culture. It is the responsibility of special education instructors in an inclusive classroom to provide the critical duty of ensuring that children with disabilities or other special needs get an education of sufficient quality.

Role of Special Education Teachers in Inclusive Classrooms

To ensure that the inclusion of underserved kids results in good outcomes, the learning environment and instructional models must be carefully developed to ensure that all students have access to robust educational opportunities. Both special education and general education instructors, in addition to having strong administrative support and understanding of how to fulfil the requirements of children with disabilities, are required to have mutual respect for one another and an open mind toward the concept of inclusion in the classroom. The participation of a teacher who specialises in special education is essential to the achievement of desired results in a mixed learning environment in a number of domains, including the following:



Curriculum Design

In order to guarantee that the requirements of students with disabilities are taken into consideration, special education instructors collaborate on the development of the curricula that are used in inclusive classrooms. Either the teachers will collaborate in order to establish a curriculum that can be accessed by all of the children, or the general education teacher will ask the special education teacher to make adjustments to their lesson plans. In addition to this, a teacher of special education will provide supplementary learning materials for individual pupils, such as resources that are visual, manipulative, textual, and technological in nature, and will decide when individual instruction may be required. When developing classes, teachers need to consider students' abilities, as well as their areas of interest and preferred modes of communication. The individualised education programmes (IEPs) of the pupils need to be followed exactly in order to reach the accomplishment targets. Because many instructors in general education have inadequate training in inclusive learning, it is crucial for the special education teacher to assist the classroom instructor in comprehending the need of certain accommodations as well as the manner in which they should be implemented.

Classroom Instruction

The paradigm of co-teaching, in which both of the classroom's instructors are present during the whole school day, is used in many inclusive classrooms. Some schools adopt a technique known as "push-in," in which special education staff provide courses at predetermined periods throughout the school day. To successfully implement an inclusive classroom, instructors from both general education and special education need to work together in close collaboration. It is common practise for special education instructors to sit with or near children who have individualised education programmes (IEPs) in order to monitor their progress and offer any necessary extra instructions or additional learning resources. Students need varied degrees of individualised teaching and help depending on the specific requirements that they have set out by themselves.

In addition, teachers may remove children from the classroom to engage them in one-on-one instruction or sensory exercises, or they may arrange for students to spend time with counsellors, speech therapists, dyslexia coaches, and other specialists. It's possible that teachers of special education may need to coordinate the presence of therapists or paraprofessionals in the classroom at particular points of the day so that their kids can get assistance. They could also assist the general education teacher in presenting lessons to the full class, evaluating enforcing regulations, and performing other classroom procedures in order to help create a pleasant environment in the classroom. In order to provide students more possibilities for active participation, instructors of both general and special education could divide their classrooms into smaller groups or stations.

Classroom Instruction

Many inclusive classrooms use a co-teaching style, in which both instructors are present for the whole school day. Some schools use a method known as "push-in," in which instructors of special education provide lessons at predetermined intervals throughout the school day. A fully inclusive classroom can only be created through the close collaboration of teachers from both general and special education. Teachers in special education often monitor the progress of pupils who have individualised education programmes (IEPs) by sitting with or near those kids in order to offer any necessary special instructions



or extra educational resources. Different degrees of individualised education and help are required for each student due to the fact that each student's requirements are different.

In addition, teachers may remove kids from the classroom to engage them in one-on-one instruction or sensory exercises, or they may arrange for pupils to spend time with counsellors, speech therapists, dyslexia coaches, or other specialist staff. To be of assistance to the pupils, teachers of special education may need to schedule the presence of paraprofessionals or therapists in the classroom at certain times throughout the school day. They could also support the teacher of general education in presenting lessons to the whole class, assessing papers, enforcing regulations, and carrying out other classroom procedures in order to contribute to the preservation of a pleasant environment. Teachers in both general and special education could divide their courses into smaller groups or stations in order to provide more chances for student participation.

Learning Assessments

One of the responsibilities of special education instructors in inclusive classrooms is to provide assessments on a regular basis to establish whether or not pupils are meeting their academic objectives. Lessons need to be examined on a regular basis to see whether or not they are suitably demanding without being too difficult for the pupils to handle. In general education settings, students should develop a sense of both self-confidence and independence, while also having the impression that they are receiving enough assistance. A periodic Individualized Education Program (IEP) meeting is also something that special education instructors arrange for each student, as well as for the student's family and certain other staff members, in order to evaluate whether or not the student's plan needs to be altered.

Advocating for Students

Advocates on behalf of kids with disabilities and special needs are the role that instructors play in special education. This entails making sure that all school authorities and personnel understand the significance of inclusion as well as the most effective methods for incorporating inclusion into every aspect of campus life. Inclusion-focused professional development activities could be requested as part of advocacy; in particular, programmes that assist general education teachers in gaining a better understanding of inclusion's best practises could be particularly useful. Information could also be provided to community members regarding the success rates of inclusive teaching.

In order to achieve success in an inclusive classroom, communication with parents is also necessary. Phone calls, emails, and any other forms of contact that are appropriate should be used to provide families with frequent updates on their children's intellectual, social, and emotional growth. Students might benefit from having their parents' assistance in getting ready for school routines. It is important to establish early on what is expected of students with regard to their assignments and their engagement in class.

Conclusion

The inclusion of all students in a class has several advantages, including the provision of considerate and individualised education as well as the promotion of uniqueness and equality. Teachers who specialise in special education play a crucial role in ensuring that children who have impairments or other educational requirements are provided with an appropriate education. The participation of a teacher who specialises in special education is essential to the overall effectiveness of a mixed learning environment. Co-teaching is the foundation of inclusive education, and in inclusive classrooms, both



instructors are present during the whole school day. A student receiving special education may get one-on-one instruction or participate in sensory activities outside of the regular classroom setting.

To successfully implement an inclusive classroom, instructors from both general education and special education need to work together in close collaboration. It may be necessary for instructors of special education to coordinate the presence of paraprofessionals in the classroom during certain periods in order to provide assistance to kids with disabilities and other special needs. Students in general education classes should not only develop a sense of self-assurance and independence, but they should also have the impression that they are adequately supported.

References

1. Bowe, Frank. (2005). Making Inclusion Work. Merrill Education/Prentice Hall.
2. Darling-Hammond, L. 1990. Instructional policy into practice: The power of the bottom over the top. *Education Evaluation and Policy Analysis* 12(3):339–347.
3. David, Basseyy Enya, Nanjwan, J. D.& Amalu, Melvina N. (2014).
4. Inclusive education and the life skills of senior secondary school students with special needs in Northern Cross River State, Nigeria. *Journal of Education and Practice*.5 (16), 126-129. Indexed in Google Scholar.
5. Eleweke, C. Jonah; Rodda, Michael (November 2010). "The challenge of enhancing inclusive education in developing countries". *International Journal of Inclusive Education*. 6 (2): 113–162.
6. Hallahan, Daniel (2012). *Exceptional Learners*. Boston: Pearson Education. pp. 16–19. ISBN 978-0-13-703370-6.
7. Kyauta Ibrahim, (2013). The role of government and other stake holders in the implementation of inclusive education in Nigeria. 1-4