



## Transformational trends in inclusive education

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### Abstract

This paper explain about the transformational trends in inclusive education, the term inclusion are increasingly being used in place of the term main streaming. Students with disabilities of all types are placed and instructed in the regular classrooms of their neighborhood schools as part of full inclusion, regardless of severity of the disability. As an inclusive education programme does not focus on accommodating these children in a general education setting, inclusion describes more than just accepting children with disabilities or exceptionalities into the main stream. However, they are concerned with restricting the ability of schools to fulfill all the needs of their students. Students with disabilities are increasingly being educated in regular classrooms with their peers of a similar age, as well as receiving extra assistance needed by disabilities in regular classes. In order to encourage acceptance and social integration of students with disabilities, every effort should be made to involve them in regular class activities. Physical disabilities, mental disabilities, emotional disabilities, and learning disabilities are some of the more common special needs. The use of technology, a specific adapted teaching area, or resources for students with such disabilities may prove beneficial to students with these kinds of disabilities.

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### INTRODUCTION

Children with special needs (CWSN) were a neglected lot throughout the world, till the 18th century, when the ideas of fraternity, equality and liberty sweeping among political reformers and leaders should focus on the educational requirements of such people in medical and education[1]. It is important to note, however, that these special schools have certain disadvantages, which became apparent as the number of their schools increased[2]. The institution had limited outreach to a small number of urban kids, and was not cost effective.

CWSN were segregated from the mainstream by these special schools, which created a unique culture around disability. Integrating education was seen as a solution to this challenge in India during the mid 1950s.

1. To provide educational opportunities to (CWSN)in regular school
2. To facilitate their retention in the school system and
3. To place children from special schools in common schools.

In order to solve a child's school problems, we must first determine the cause. An impairment may exist in the child.[3] Children with disabilities are entitled to special assistance by law. Services related to special education are called special education. In order to determine whether a child needs special education and related services because of a disability, much needs to be learned. You can get started with this quick overview. Understanding the many details under each step becomes easier once you understand the overall process. The following overview has made it clear [4].

### **ROLE OF VARIOUS AGENCIES FOR INCLUSIVE EDUCATION**

#### **ROLE OF RESOURCE TEACHERS**

In addition to providing teachers with materials and methods for the classroom, a resource teacher guides and consults other teachers as well. Providing continuous evaluations and feedback to the child is one of the responsibilities of a resource teacher. A resource teacher diagnoses a child, plans and implements a curriculum, assists the classroom teacher, conducts in-services for other educators and community members, and assists the classroom teacher [5].

#### **ROLE OF CLASS TEACHER**

The regular class teacher should learn about the student handicapping condition, common characters, child's expected performance, child's appliances and special materials the child use, Evaluate the disabled child's ability to function independently and successfully and determine if any adaptations or special methods are needed. Identify the strengths, weaknesses, and needs of handicapped students by meeting with the special education teacher.

### **ROLE OF FAMILY**

Parent should fulfill the basic obligations Providing health and safety for their children, preparing them for school, and creating an environment conducive to learning are all important to them, also participate in governance and advocacy activities at school including PTA, parent study group and advocacy groups Know the school programmes, send out report cards and so on.[6]

### **ROLE OF COMMUNITIES**

Student who receive special education services are those who also get the attention of other agencies and organization. In india, services for such students are provided by the non-governmental organizations and other social services or voluntary agencies. These services include education, health care transformation, welfare, housing, or boarding and protection ect. The collaboration lead to improved benefits for students with disabilities.

### **OVERCOMING BARRIERS IN INCLUSIVE EDUCATION PROMOTION**

**ATTITUDES:** Social discrimination, lack of awareness, traditional prejudices, and a lack of awareness are some of the negative attitudes caused by society. We need to shift our focus from seeing the problem as the difference between children to seeing it as the unwelcoming school system[7].

**BARRIERS PHYSICALLY:** Disability learners have difficulty accessing many of the institutions, offices, and workplaces, especially for those with physical disabilities. Students will be able to participate in a variety of learning activities in and out of the classroom if improvements are made to the physical environment of learning centers, including design of buildings, availability of water, electricity, and toilet/sewage facilities. These changes benefit all students[8].

**CURRICULUM:** A truly inclusive system can be enabled by improving the curriculum, which is a major obstacle or tool. Children should also be assessed in a flexible, success-oriented manner relating to the curriculum's purpose[9].

**LANGUAGES AND COMMUNICATION:** In some situations, learners are taught and learn through a language that is not their first language, which

puts them in a disadvantageous group and contributes to learning breakdown. Due to the low expectations and discrimination suffered by second language learners, inclusive settings are able to recognize this problem and provide a self-contained solution[10]

**POLICIES AND BARRIERS:** Those who have no understanding of or acceptance of inclusive education present a barrier to implementing inclusive policies. Policymakers should prepare policies to deal with the real issues in the field even if teachers aren't trained in computing. Inclusion in education must be made a priority by policy makers. EFA's national action plan could adopt a philosophy of inclusive education to guide its efforts in achieving the goal of education for all.

### CONCLUSIONS

Recent trends in special Education help to develop the individual personal potentialities of the disabled children by experience. Disabled children are given special attention. Education is provided for blind, deaf, epileptic speech, handicapped, physically and mentally handicapped. As part of its integrated education program, those with disabilities and those without disabilities are included. In recent years, more and more people are providing special education to disabled children in normal school, for whom that is very valuable. Improved school atmosphere facilitates integrated education. Adapting to the environment and becoming accepted by their peers and environment is becoming increasingly important with the recent trends.

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