



Pathway to New Era Education in Schools-INCLUSION

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INCLUSION ---OUR MANTRA

If I, don't learn the way you teach, then teach the way I learn

INCLUSION as the word suggests means to have a classroom that caters to the needs of all children with each child being treated as a unique special child .This classroom will have children with different backgrounds in terms of physical disability, socio economic status, special needs, and regional places.

Inclusive education happens when children with and without disabilities participate and learn together in the same class. Inclusion in education is an approach to educating students with special needs. Under the inclusion model, students with special needs spend most of their time with non

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referred to as self contained classrooms. The present scenario has progressed from segregation of facilities for children with different needs to inclusion of them in a classroom.

The need of the hour is:



EVERYONE
BELONGS TO
THE SCHOOL



EVERYONE IS
WELCOMED TO
THE SCHOOL

Objectives of Inclusion

- **INCLUSION** is an effective means of combating discriminatory attitude, creating welcoming communities, building an inclusive society, and achieving education for all.



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CONSTITUTION OF INDIA

All laws have to necessarily find their origin and source in the Constitution of India.

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

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‘Compulsory education’ casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

The Right of Children to Free and Compulsory Education Act, 2009 was enacted by the Parliament of India. The object of this Act as per its Preamble is to provide free and compulsory education to children of the age from six to fourteen years of age. The Right of Children to Free & Compulsory Education Act (2009) passed by the Parliament requires the state to provide free and compulsory education to all the children from the age of 6 to 14 years. Inclusive Education can be found in Right to Education Act, 2009 under Section 3 of the said Act. Under provision to Section 3(2) it is stipulated that “Provided that a child suffering from disability, as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act.

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As per rules of interpretation, Chapter V makes the sections contained there under to children of special needs too.

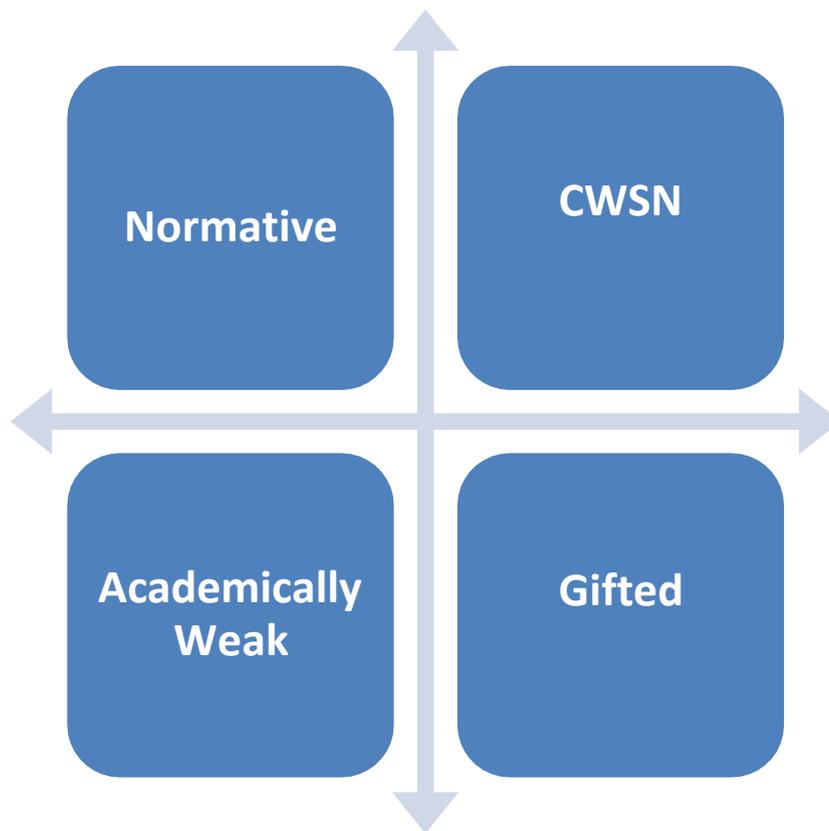
Section 26 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996, states that the appropriate Governments and the local authorities shall

- a) Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years;
- b) Endeavour to promote the integration of students with disabilities in the normal schools;
- c) Promote setting up of special schools in Government and private sector for those in need of special education, in such a manner those children with disabilities living in any part of the country has access to such schools;
- d) Endeavour to equip the special schools for children with disabilities with vocational training facilities.

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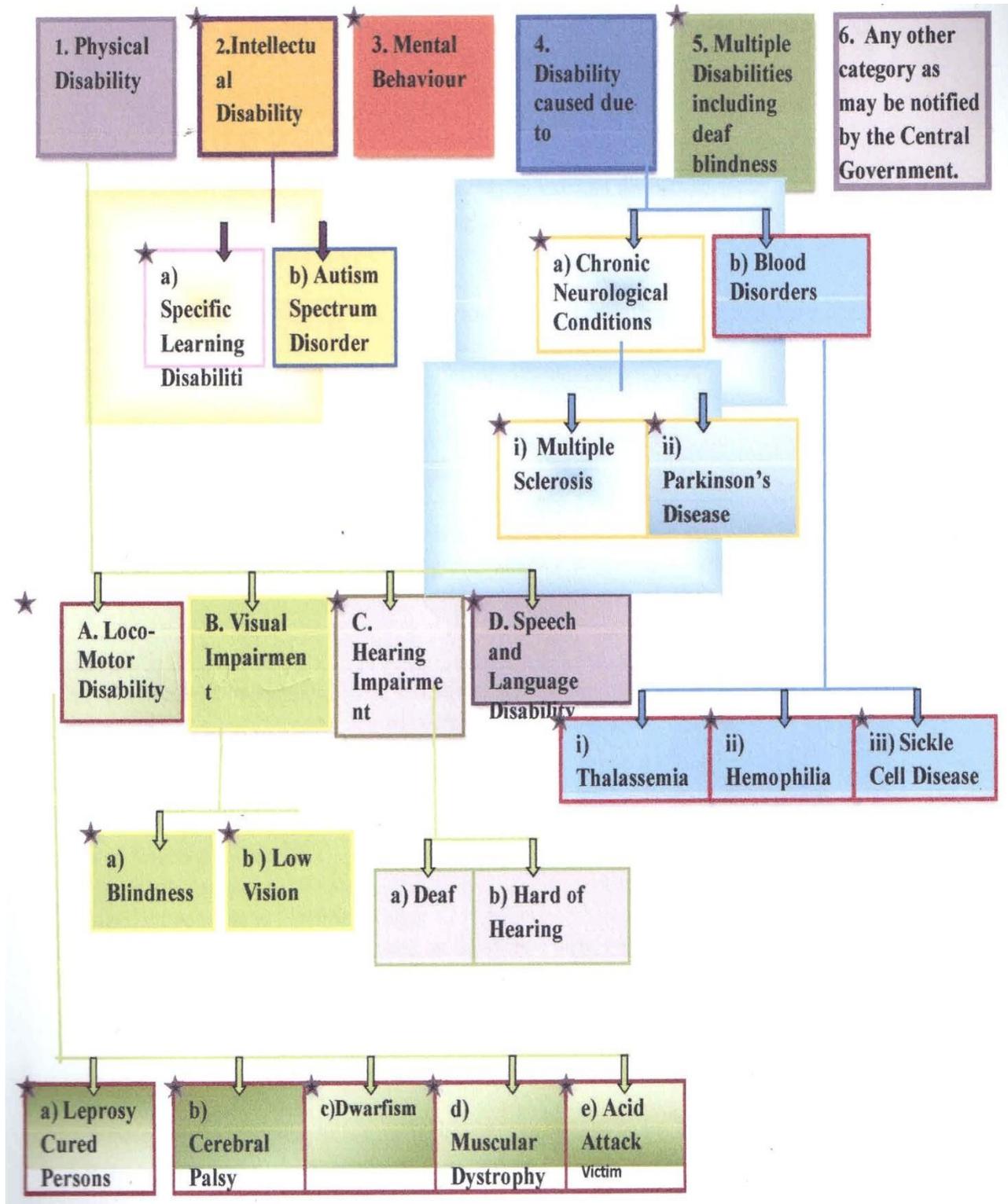
The amended Right to Education Act, 2012 has amended Section 3, which confers the right of children with disabilities to free and compulsory elementary education in a neighbourhood school till the completion of his or her elementary education. It also provides that children with multiple disabilities may also opt for homebased education.

CLASS COMPOSITION



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CLASSIFICATION OF DISABILITIES



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Summary of Disabilities Covered Under the RPWD Act 2016

The number of recognized disability conditions has been increased from 7 to 21 in the RPWD Act of 2016

The new list of recognised disabilities includes three blood disorders and acid attackers have also been included in the list.

Following are the disability conditions included in the RPWD Act 2016

1. Blindness –The state or condition of being unable to see because of injury, disease, or a congenital condition.
2. Low vision-is a condition caused by eye disease ,in which visual acuity is 20/70 or poorer in the better seeing eye and cannot be corrected or improved with regular eye glasses.
3. Leprosy cured persons-A chronic ,curable infectious disease mainly causing skin lesions and nerve damage .
4. Hearing Impairment-is a partial or total inability to hear.

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5. Locomotor Disability-means problem in moving from one place to another-i.e. disability in legs.
6. Dwarfism-a person with unusually or abnormally low stature or small size.
7. Intellectual disability –is a disability characterized by significant limitations both in intellectual functioning and in adaptive behaviour which covers a range of everyday social and practical skills.
8. Mental Illness-is a condition which causes serious disorder in a person’s behaviour or thinking.
9. Autism Spectrum Disorder –is a neurological and developmental disorder that begins early in childhood and lasts throughout a person’s life.

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10. Cerebral Palsy-is a congenital disorder of movement, muscle tone and or posture.
11. Muscular Dystrophy-is a hereditary condition marked by progressive weakening and wasting of muscles.
- 12.Chronic Neurological Conditions-are diseases of the central and peripheral nervous system.
- 13.Multiple Sclerosis-is a chronic disease that affectsthe central nervous system especially the brain,spinal cord and optic nerves.
- 14.Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language ,spoken or written, that may manifest itself in an imperfect ability to listen, think,read,write ,spell or to do mathematical calculations, including conditions such as perpetual disabilities ,brain injury ,minimal disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

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15. Speech and language impairment-a communication **disorder** such as stuttering, **impaired** articulation, a **language impairment**, or a voice **impairment** that adversely affects a child's educational performance.”

16. **Thalassaemia**-inherited conditions that affect a substance in the blood called haemoglobin. People with **thalassaemia** produce either no or too little haemoglobin, which is used by red blood cells to carry oxygen around the body.

17. **Haemophilia** - A medical condition in which the ability of the blood to clot is severely reduced, causing the sufferer to bleed severely from even a slight injury.

Sickle cell disease: A genetic blood disorder caused by the presence of an abnormal form of hemoglobin.

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18. **Multiple disabilities-** A term for a person with several **disabilities** such as orthopaedic impairment, sensory impairment, and/or behaviour or emotional issues.
19. **Acid Attack Survivors-** People who suffers a vitriol attack which is a form of violent assault defined as the act of throwing **acid** or a similarly corrosive substance onto the body of another "with the intention to disfigure, maim, torture, or kill".
20. **Parkinson's disease-** a progressive disease of the nervous system marked by tremor, muscular rigidity, and slow, imprecise movement, chiefly affecting middle-aged and elderly people.

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Comprehensive evaluation of the child should include:



Clinical
interviews



School Report



Intellectual
Functionin
g



Development
Tests



Neurologica
lAssessment

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Common Disorders found in Children	Symptoms
Attention Deficit/Hyper Activity Disorder (ADHD)	Lacks attention, Fidgeting, Always on the go, Excessive talking, Distracted,
Anxiety Issues	Sweating, heavy breathing, Restlessness, remain isolated.
Conduct Disorders	Lying, physicals fights with people, destructing property, stealing, use of physical force.
Depressive Disorders	Temperamental, loose friends slowly, emotional outbursts, disturbed sleep, bed wetting.
Intellectual Disability	Categorised into mild, moderate, severe and profound degrees based on IQ level and ability to adapt.

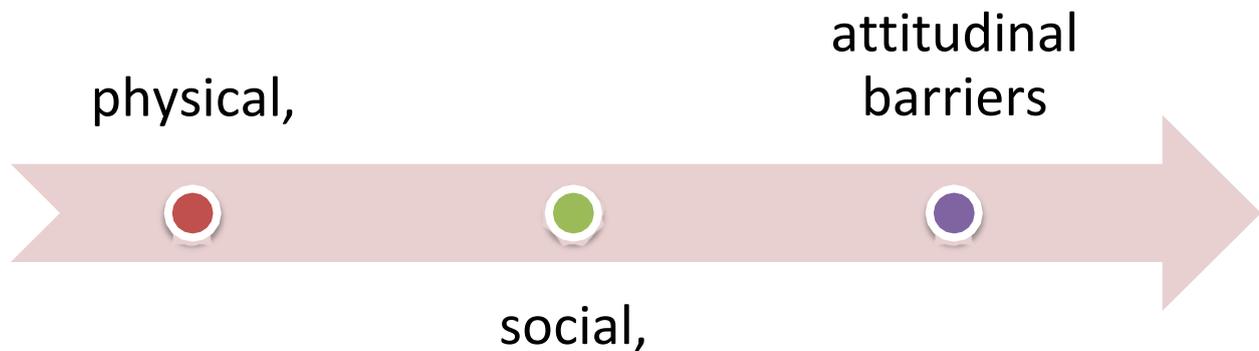
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Learning Disability in Children	Dyslexia- Child has trouble in reading and comprehension issues. Dyscalculia- child faces problems in learning numericals and application skills.
	Dysgraphia- unable to write or form letters within lines of a page.
Autism Spectrum Disorder(ASD)	Difficulty in socialising and communications with others and general problems in carrying out daily routine activities.

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BRIDGING THE GAP

Removing



1. PHYSICAL BARRIERS can be removed by

Proper positioning and seating arrangement

Levelling with ramps

Classroom, library, labs etc on the ground floor

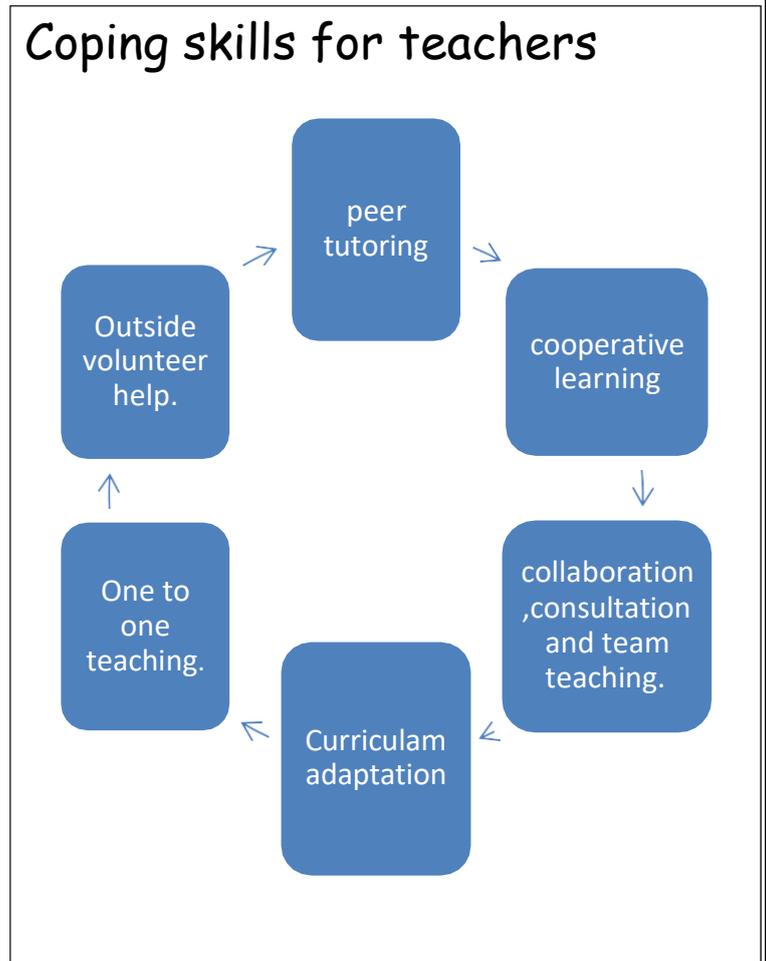
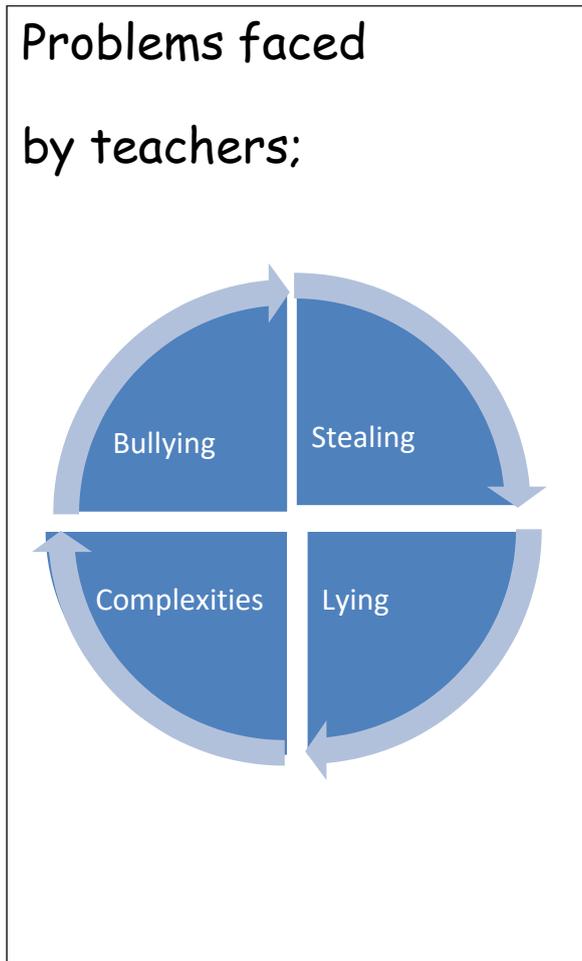
Furniture adjustments

Writing material and tool adjustment

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2a.Socio-economic differences



2b.Cultural factors-



3. Attitudinal barriers-



NEGATIVE ATTITUDE



LACK OF KNOWLEDGE



SPECIAL CHILDREN - NOT THEIR RESPONSIBILITY

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INCULCATING RESPECT

Making provisions for all children and not excluding any.

Welcoming and celebrating diversity.

-Improving quality of education.

-Enabling all children dignity and confidence to learn.

-Selecting inclusive learning tasks and pedagogical practices.

STRATEGIES TO ASSIST TEACHERS

Special needs children to be seated within close proximity.

Instructions to be given orally as well as graphically.

Allow additional 'wait' time for special need children.

Eliminate as much clutter and min. Noise levels.

Use of cueing and prompting system.

Use of behavior contracts to target specific behavior.

Modify or /and shorten assignments.

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- 1. Encourage opportunities for cooperative learning.
- 2. Have a writer to help in writing.
- 3. Promote self esteem.
- 4. Use of private space for test taking.
- 5. Use creative and different methods.
- 6. Movement in class should not be restricted rather than control it.
- 7. Avoid power struggles with kids.

THE ASSESSMENT PROCESS



TEACHER TO BE VIGILANT.
UNUSUAL



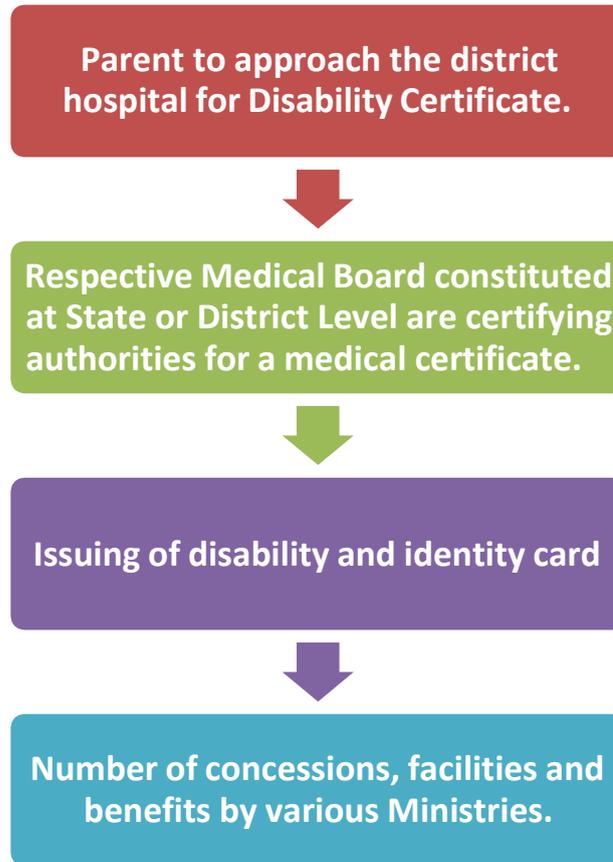
OBSERVE AND REPORT ANY
SYMPTOM, BEHAVIOUR,
PATTERN.



**KEEP IN LOOP THE
SCHOOL AUTHORITIES
ALONG WITH THE
PARENTS.**

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The Actual Procedure



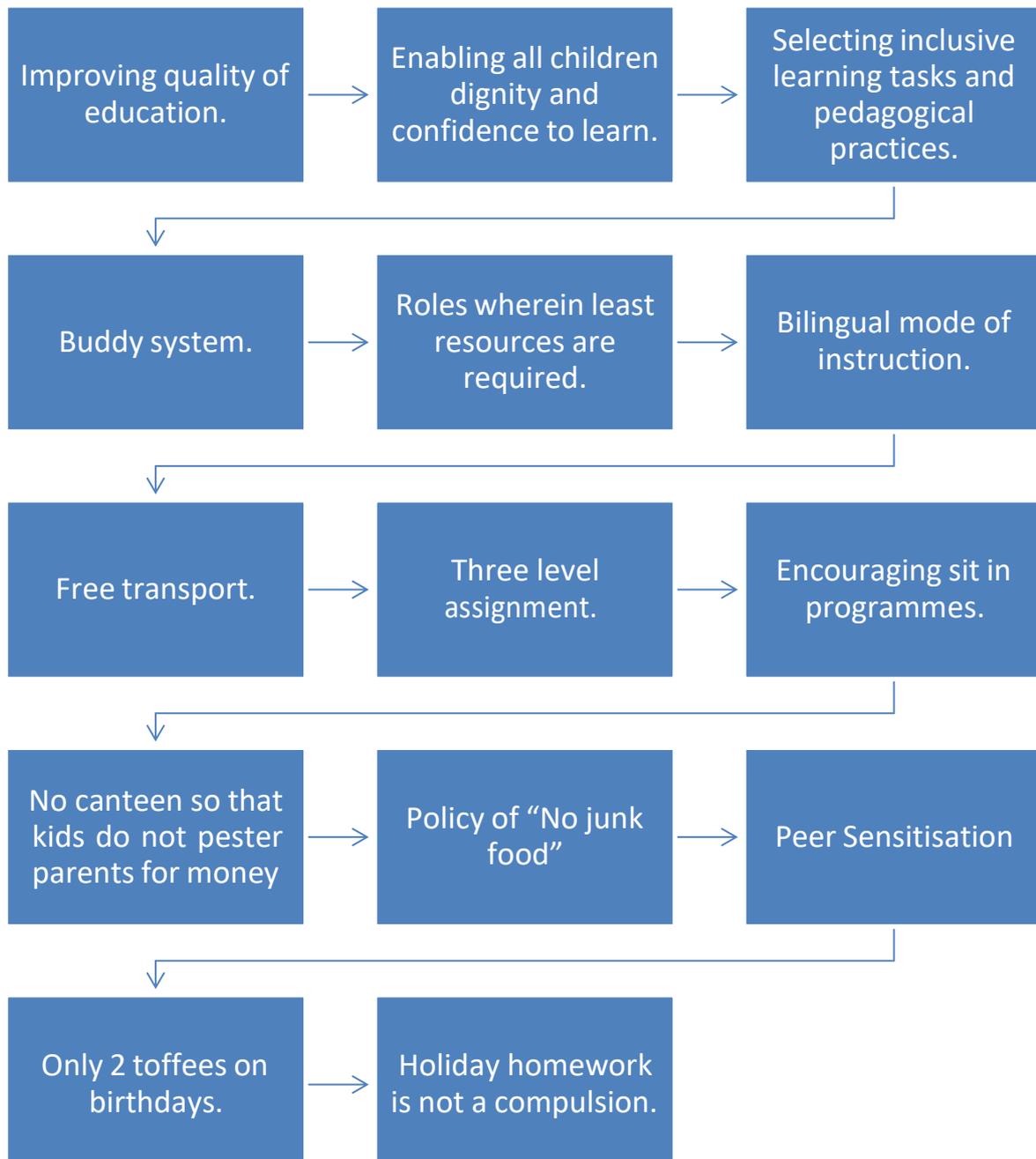
Eligibility Criteria

Minimum percentage of disability



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School policies



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