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Involving Students with Special Needs in General Education Classroom : Case Based Suggestive Study

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ABSTRACT: There has been much debate about including children with special needs in regular mainstream education classes for a long time. Inclusive education means all the students are part of the school community, regardless of their strengths, weakness, and their different learning abilities. All students deserve to have full access to the resources and facilities provided in the general education classroom. Most of the schools in today's scenario schools have the goal of creating a classroom that is least restrictive. This will meet the needs of all students, including those with special needs. However, many teachers are not trained in how to deal with such students. Still, students with special needs are placed in general education classrooms. Many past studies show that teachers are reluctant to have such students in their classrooms because they are not fully prepared to address the educational needs of these students. Teachers need to have proper training and a chance to get knowledge on how to run inclusive classes successfully. As a result, the goal of this study is to discuss the various teaching techniques that educators might employ to create a successful inclusive classroom. This study addressed the topic, "How do teachers establish and sustain effective inclusive classrooms?" With the right strategies and techniques, special needs teachers can make the learning process fun and engaging while respecting the individual needs of students with disabilities.

I. INTRODUCTION

Arrival Story

During the B.Ed course, students are supposed to complete their internship during the third semester. The institute sends its students to various renowned schools for their practice teaching wherein they get the experience of real classroom situations and the other work that a regular teacher does in the school.

The researcher was also placed in a very good school for the internship. In that school, in each classroom, 2 to 3 special children were present. So they were approaching the initial stages of constructing an inclusive classroom. It was indeed a great step to involve them in the general classroom situation. But after 2 weeks, the researcher's observations were somewhere in contrast with the vision of an inclusive classroom.

The researcher observed that the students with special needs present in the classroom were not at all engaged as compared to the other students. The teachers used to ignore them completely as if they are not present in the classroom. Even if some activity is being conducted for all the students, students with special needs were completely ignored and no alterations were made to the teaching methods for such students. Teachers are in a hurry to complete the course, no matter whether students with special needs are able to cope with that speed or not. Also, they were constantly scolded by all the teachers if they were doing something unusual or asking for extra help.

Not only other teachers, but the researcher's own experience in such a classroom also was not good. When the researcher got the opportunity to teach and she conducted a class activity, she felt that students with special needs is not being involved and she did not have any option regarding how to tackle such students or how she can make them involved in the class activity. And that moment was very disheartening because the researcher was feeling bad that she is not able to do anything for them, despite being so willing because she is not trained for such situations.

So that is why the researcher has selected this topic because it is the need of an hour and is very much required in all the schools so that teachers are able to provide good education to students with special needs.

Statement of the Problem

The inclusion of students with various kinds of learning abilities in the general education classroom is the need of the hour. The target of many schools is to create the least restrictive classroom environment to involve every single child in the same classroom.



Unfortunately, many regular teachers are not trained in how to teach students with special needs. According to one study, in the United States, teachers agreed, “Most education teachers lack the appropriate knowledge base to educate a typically developing student effectively.” It also shows that teachers do not want students with special needs in their classrooms. While these teachers are fully capable of teaching such students but they are not confident because they are not trained in this area.

This study is important because it addresses the different teaching strategies that teachers need to adopt for a successful inclusive classroom. Students with Learning Disabilities should be given the opportunity to learn to their full potential. The least restrictive classroom environment is the most beneficial one for all the students.

Purpose of the Study

Purpose of this study is to address different strategies of teaching that teachers can adopt in their classrooms for the maintenance of successful inclusive classrooms.

II. REVIEW OF LITERATURE

This research deals with the various teaching strategies that teachers use to set students with special needs up for success. The first section is about “Beliefs of the Teachers” concerning teachers’ feelings in The United States and South Korea. The second section is about how two teachers changed their classroom setup according to the students with special needs.

Section 1: Beliefs of Teachers

In the study, Hyunjeong et al. (2014) sought to find out what teachers in the United States and South Korea think about Inclusive Classrooms. Inclusive Classrooms are a major part of the education system of the United States and South Korea. It is a legal requirement to include students with special needs. There were three reasons for conducting this study. The first is to know the thoughts of teachers in both countries. Second, to test the teacher’s knowledge and ability to deal with students with special needs. Third, to know different practices that might help the teachers of both countries and to look for the barriers that are stopping them from making it happen.

The members of the study were grade teachers in the US and South Korea. An email was sent to 780 educators in the United States and 490 in South Korea. The email requested that educators complete a study identified with inclusion. Out of the 780 instructors that were messaged in the United States, just 74 educators reacted to the review. Out of the 490 instructors that were messaged in South Korea, just 54 educators reacted.

In order to analyze the answers to the questions, a scale was chosen. My Thinking About Inclusion (MTAI) scale was selected. This scale used a 5-point system (1=strongly agree, 2=agree, 3=neutral, 4=disagree, 5=strongly disagree). A total of 28 questions were asked. It was separated into 3 categories: Core perspectives, Expected outcomes, and Classroom practices.

For the core perspectives, the United States scored 3.45 and South Korea scored 3.28. For the expected outcomes, the US scored 3.60 and South Korea scored 3.28. In the last category, the US scored 2.62 and South Korea scored 2.72. This shows that classroom practices are a weakness. In South Korea, teachers agreed that they lack knowledge regarding inclusive education and it is difficult to deal with it without proper knowledge. And teachers in the US disagreed with teachers in South Korea but majorly they agreed with them on other questions.

There was one limitation in this theory, that the teachers who actually responded were less than 12%. If teachers would have been more, the results would have been completely different.

Based on the results, Hyunjeong et al concluded that teachers in both countries think that Inclusive Classroom is the need of an hour and that they need to be taught more regarding this issue. The analysts presumed that so as to become familiar with various practices that may help educators in a comprehensive setting, joint effort and sharing of the exploration related to powerful practices is basic.

Section 2: Whole New Classroom

This study is a case study on a child with special needs (Learning Disabilities) where there was an observation of how two teachers changed the classroom scenario according to the student with special needs. One of the teachers was an English teacher and the other one was an inclusion teacher. English teachers used to teach with the lecture method and



then used to give some tasks to the students. The inclusion teacher goes around in class and checks that everyone is doing the task and making notes. The teachers observed that student with special needs was not showing any academic growth with this method.

Instead of blaming each other, teachers decided to make certain changes in their way of teaching. They wanted to differentiate their teaching to reach all students including the student who has special academic needs.

The participant for this study were 2nd grader students with special needs (Learning Disabilities). The classroom includes mainstream children and two students with varied learning abilities. Teachers divided them into three different groups. The educators accepted that allotting the understudies to explicit gatherings would assist them with figuring out how to cooperate, just as co-develop further understandings of English language skills. In the group, students were assigned specific roles. One was the “leader”, who has to manage everyone well, the “messenger”, to communicate concerns to the teacher, the “distributor” to handle supplies, and the “encourager” to cheer up the members.

The class routine was then divided into two days, A days and B days. It was an alternative, Monday is A day, Tuesday is B day, etc. The teaching was split up into 4 sections, Teach new instruction, review basic skills, review new instruction, and technology-based review of new instruction. One group used to sit with the English teacher for half of the class and the other half was taken by the inclusion teacher. Halfway through the instructional time, groups were interchanged.

On "A" days, one group spent the primary portion of their instructional time with the English instructor to learn new spelling rules and expressions. This exercise remembered hands for procedures, while the instructor worked models with the understudies. The subsequent half was the survey of fundamental abilities. These understudies moved to a different piece of the homeroom, and they worked with the inclusion teacher. During this half of guidance, the instructor regularly messed around or sang melodies with the understudies. This was an approach to work with the understudy's relational melodic learning styles. Additionally, the understudies had the chance to take a shot at ventures where they had the option to place enthusiastically the ideas they learned in their own favored learning styles. During this period the inclusion teacher screened the understudies and reacted to their specific needs.

The following day was viewed as a "B" day. The class was divided into part of two gatherings once more. The initial segment of the instructional model was an audit of the earlier day's guidance. The inclusion teacher first audited ideas the understudies picked up during the "A" day and explained any mistaken assumptions. This program helped in personalizing the learning process for both students. They got the opportunity to learn by having hands-on experiences, games, and activities that further enhanced their language skill.

We found that students with Learning Disabilities benefited the most from this class setup. During the first few weeks of the school year, both understudies were performing below grade level and struggling to understand day-to-day instructions given in the class (especially the multiple instructions). But after giving the instruction using the pattern of 'A' days and 'B' days consistently for 4 months they were able to understand the instructions 5 out of 10 times. As per both students, the class became fun for them, and they became more confident. One more observation was that they were readily accepted by the other mainstream students and the teacher was also able to understand them well. They said they preferred the new setup as they were learning more, and were happy with the new personalized instructions that they got. They felt more confident in speaking in class.

There were some limitations to this study as well. It was a case study and was conducted on only two children in a small group of students where it was easy to give individual attention to all and plan accordingly. It should be done on a large group of students and in other classrooms as well. So that the impact of this could be generalized.

III. DISCUSSIONS AND CONCLUSIONS

The purpose of this study was to know various instructional strategies that teachers and inclusion teachers can adopt for inclusive classrooms. The question that arises is: How do teachers manage successful inclusive classrooms?

Results from the Review of the Literature done for this study showed that having a comparative study hall structure every day upheld understudies with uncommon needs by providing them with a feeling of consistency. For example, the instruction for the day was loaded up every day, which the understudies followed for the duration of the day. This gave understudies a framework to effectively take an interest since they were constantly arranged for what would have been educated straightaway.



Another teaching strategy discussed was working one-on-one with students by making individual plans for students according to their needs in learning.

To close, it demonstrates that the instructing procedures to make understudies with uncommon requirements fruitful scholastically are: work one-on-one with understudies, advance dynamic interest and joint effort among all understudies, follow a comparative study hall structure every day, and team up with individual workforce a few times each week to conceptualize new techniques. These showing methodologies are basic to have an effective consideration in the classroom.

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