Unit-V

Problems in inclusion in the real classroom situations ; ways for overcoming the problems in inclusion:

- **What is an inclusive classroom?**

An inclusive classroom is a general education classroom in which students with and without disabilities learn together. It is essentially the opposite of a special education classroom, where students with disabilities learn with only other students with disabilities.

An inclusive learning environment is a school or classroom where students of every ability level receive teaching in the same place. This means that particularly able students learn alongside those who have special educational needs, such as dyslexia, dyspraxia and attention deficit disorder.

Many classrooms today, both physical and digital, are integrated. Students with diverse needs are included in general education methods, they are physically in the same place, but they are expected to complete exactly the same work in exactly the same manner.

Building an inclusive classroom doesn't mean getting all students in the same space, doing the same things, in the same ways. It means enabling everyone in the classroom to achieve the same goals, even if the method of doing so is different. Inclusive classrooms put the focus on the learning objective instead of the activity to measure it. They require all students to meet the same learning objectives using assessments that are built to target the needs of the individual student.

Example: In an integrated writing classroom all students are asked to find a photo that means something to them and tell the class about it. Someone with a visual disability can ask someone to pick a photo for them and tell them about it. With this knowledge, they can complete the activity. In an inclusive writing classroom this assignment asks students to find anything that means something to them and tell the class about it. The student can do more than complete the activity, they can achieve the objective: share something meaningful with the class.

As with Universal Design for Learning, inclusive classrooms benefit all students. But learners with diverse needs are more engaged and more social in inclusive classrooms. They, along with their typically developing peers, benefit more from collaborative learning and positive environments where everyone has an equal opportunity to be successful.

Problems in inclusion in the real classroom situations:

Inclusion in classrooms are a wonderful concept but they require a lot of training, patience and compassion on the part of these teachers. Fully inclusive classrooms have students across the educational and developmental spectrum, ranging from typically developing students to severe and profoundly disabled students. For this reason, it becomes a challenge for the teacher to find enough of a balance to serve all the students.

The top challenges teachers faces in a inclusive classroom:

Lack of experience in an inclusion setting. Some teachers have not been exposed to special needs classrooms and this can be a disadvantage. Educators need to coordinate efforts and understand the needs of the classroom in terms of developing skills and lesson plans.

Lack of experience dealing with severe and profound disabilities. Students with severe and profound disabilities require more adaptation and medical attention than the average student. Teachers must be skilled in handling severe disabilities and create lesson plans based on individual abilities and adhere to dietary needs of the child. Lack of experience can lead to the child not progressing with skills or cause of adverse medical incidents.

Including all students in all activities. Special needs inclusion classrooms must be able to involve its students in all classroom activities. Teachers need to address how the classroom will communicate with each other and encourage participation. If there is a lack of adaptive equipment or adaptive communication and language tools, it makes it difficult for teachers to function as a united classroom.

Educating students with less severe disabilities. When there are children of all abilities in the classroom, both physical and academic, children in the middle can easily fall between the cracks. These children can have learning disabilities,

hearing impairments, ADD or language delays to name a few. Providing the right amount of attention and adaptation can be challenging, especially if there is a higher teacher to student ratio.

Dealing with death. Death is difficult for any teacher to explain to their classroom. When you have a special needs inclusive classroom, there may be students with chronic illnesses and teachers may have to deal with the death of a student.

Shortage of teacher aides. Normally, inclusive classrooms have a regular educator and special needs educator. Due to the nature of the classroom and size, it is imperative that there be an appropriate number of teacher aides to assist the teachers with day to day activities.

Teaching compassion to students. Not all students have been exposed to persons with special needs and this becomes a challenge to teachers. Teachers must not tolerate insensitiveness and cruelness and teach that all students are to be treated with respect, regardless of ability.

Dealing with parents of "typically developing" students. As some students are not use to dealing with persons with special needs, parents are no exception. Teachers need to convey to parents how the classroom is conducted and that all educational needs will be met.

Individualized lesson plans. Because there are varying abilities in the classroom, teachers can be challenged to address individual academic needs based on ability.

Coordinating therapies. A special needs inclusion classroom needs to be well organized and allow for students to attend therapy sessions. However, this becomes a challenge in planning day to day activities and keeping all students engaged and learning.

ways for overcoming the problems in inclusion:

1. **Use universal design principles to create accessible classrooms**
   UDL is a set of principles that were born from the desire to offer every student an equal opportunity to learn, based on the idea that every person has their own unique and individual learning style. According to UDL, there are three primary brain networks that are responsible for how a person learns: the recognition network, the strategic network and the affective network. The three main principles of UDL — Representation (the what of learning), Action and Expression (the how of learning), Engagement (the why of learning) — were formed based on these three brain networks. Understanding the foundation of UDL — the principles and brain networks — is imperative for teachers who wish to implement UDL in the classroom.

2. **Use a variety of instructional formats**
   The first principle of universal design theory is the "what" of learning. It says to use "multiple means of representation." While some students are visual learners, others may grasp information better when it is presented through text or when it is spoken orally or taught through kinesthetic learning. Some students do best with a combination of the above. While these differentiated teaching methods may support the needs of students with disabilities, they also offer diversity of instruction to the entire classroom, giving each and every student an opportunity to learn in the way they do best. Similarly, using different mediums to present information and engage students is important in inclusive classrooms. Remember that principle two of universal design theory calls for utilizing "multiple means of action and expression." Some students may find that their best outlet and means of expression comes through writing, while others may prefer to give an oral presentation, act out a play or create a piece of art. Each student is different and should be given the opportunity to express their knowledge through the methods that work best for them. Additionally, teachers can use a diversity of materials and mediums to engage students.

   Examples of mediums could include theater, art, video and computer software in addition to the traditional mediums of lecture and text. Through using varied teaching techniques and mediums, teachers can increase the engagement of their entire class, not just the students who respond to a particular style of learning and expression.

3. **Know your students' IEPs:**
   To create an equitable learning environment for everyone, it is important to familiarize yourself with students' IEPs. If you have a student with a IEP plan, you are legally required to make any necessary accommodations as outlined in the IEP. You can work with the school counselor or teaching specialists to better understand the student's specific needs.Much like the concept of inclusive learning, were designed to ensure that students with disabilities are allowed to learn in a regular classroom environment, while

still being provided with services, educational aids or accommodations they may require. An IEP is only slightly different ;the difference being that students with an IEP may require additional educational services outside of the regular classroom. These services are typically provided and monitored by additional support staff.

4. **Develop a behavior management plan**
   Disruptive classroom behavior can affect not just the teacher, but the other students in the classroom as well. Developing a behavior management plan can help you prepare for the inevitable moment a student or students exhibit disruptive behaviors — with the understanding that some behaviors are of much less consequence than others (talking out of turn vs. being defiant or aggressive).The behavior plan should be shared with parents and students, so that everyone is aware of the expectations and consequences should those expectations not be met. The most effective plans typically involve a great deal of positive reinforcement and a clear understanding of the expectations. There are several different types of behavior management plans you can implement depending on the needs of your classroom, including a whole group plan, a small group plan, an individual plan or an individual plan designed for particularly challenging students.

Include Diverse Content, Materials, and Ideas

- When preparing lectures, questions for discussions, scenarios, case studies, assignments, and exams include language, examples, socio-cultural contexts, and images that reflect human diversity. Whenever possible, select topics and materials that reflect contributions and perspectives from groups that have been historically underrepresented in the field.
- Model openness to the new ideas and questions your students bring into the course, which can broaden and deepen your own knowledge of your discipline and its relevance. Help students understand that knowledge is often produced through conversation and collaboration among disparate points of view.
- Be aware of how your professional training and background may have shaped the selection of content and materials in your course. If relevant to your course, encourage students to think critically about how historical, literary, and art-historical canons–as well as the criteria for defining these canons–are defined and have evolved over time.

Create an Inclusive Environment

- When talking with students during class, communicate clearly
- Set and enforce ground rules for respectful interaction in the classroom, such as guidelines for contributing ideas and questions and for responding respectfully to the ideas and questions of others. If a student's conduct could be silencing or denigrating others (intentionally or not), remind the entire class of the ground rules, then talk with the student individually outside of class about the potential effects of their conduct.

Remember that your silence is often read as endorsement. Therefore, it is important to take action to try to improve the learning environment for all.

Strive for Equality of Access to Instruction and Assistance :

- Promote fairness and transparency by sharing the criteria to evaluate their work with students.
- Ensure that assistance provided outside of class is equally available and accessible to everyone (e.g., if you share information with one or a few students regarding how best to approach an assignment, repeat this information to the entire class)..

Gather and Use Feedback to Refine and Improve Strategies :

- Ask a colleague or Teaching Center staff member to observe teaching. Consider suggestions about how to encourage increased participation and inclusion of diverse contributions, and what factors might be perceived as barriers to participation and inclusion. Identify adjustments you can make to minimize the latter.
- Provide opportunities for students to reflect on the course and to give feedback on the methods and strategies are using. For example, ask students to complete brief, anonymous course evaluations at midterm. Afterward, take time in class to explain how you are integrating feedback as you make adjustments during the remainder of the semester.
- As the teacher build teaching expertise, practice a "growth mindset"–be open to the possibility of learning from mistakes and welcome the opportunity to learn as much as from diverse students.