



INCLUSIVE EDUCATION

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Inclusion - definition

Inclusion in education refers to a model wherein students with special needs spend most or all of their time with non-special (general education) needs students.

Inclusive education involves placement in the home school and in the general education environments(s) with appropriate supports, aid(e)s, and curricular adaptations designed individually for each student eligible for special education services.

The outcome of quality education whereby a child with disabilities receives individualized services and supports in the school they would attend if they did not have a disability... True inclusive schooling can only be achieved in the general education classroom with same age peers without disabilities, but it cannot be achieved by placement alone.

Inclusion is changing the rules of the game so that everyone can play and everyone can win.

Who is a child with special educational needs (SEN)?

„A child is defined as having special educational needs if he or she has a learning difficulty which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age. Or, it means a child has a disability which needs different educational facilities from those that schools generally provide for children of the same age in the area.“

"Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups."

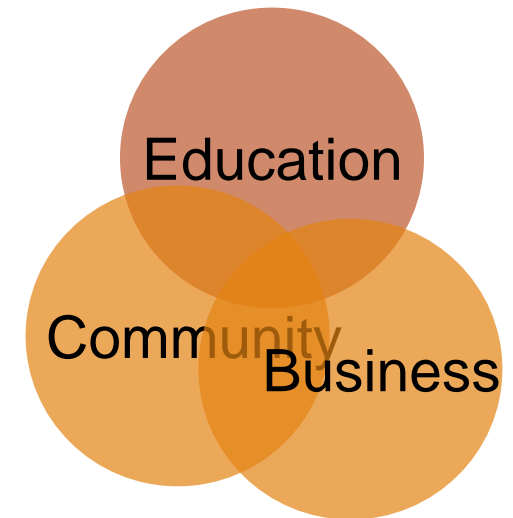
(The Salamanca Statement and Framework for Action on Special Needs Education, 1994)

"Inclusion works when teachers believe that all children can learn."

Why is Inclusive Education important?

- It's a right
- It's a global commitment
- It's good economics
- It's good socially

Three Key Spheres of Inclusion



Children with disabilities are always the last to go to school

What the best and wisest parent want for his child that must the community want for all it's children Any other ideal for our school is narrow and unlovely; acted upon, it destroys our democracy.

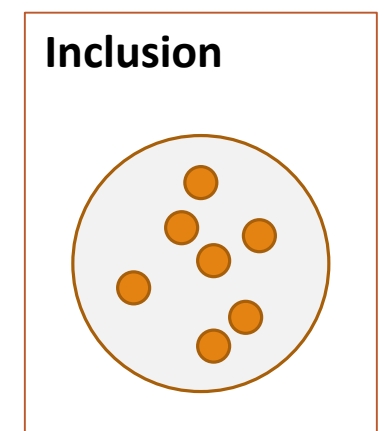
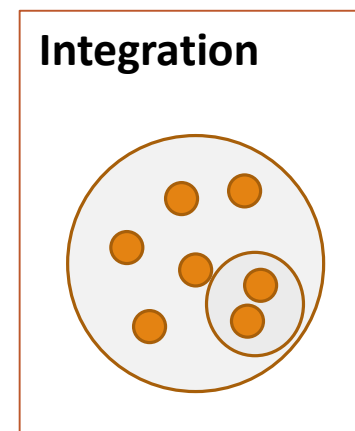
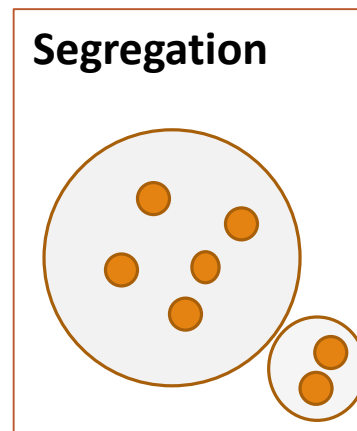
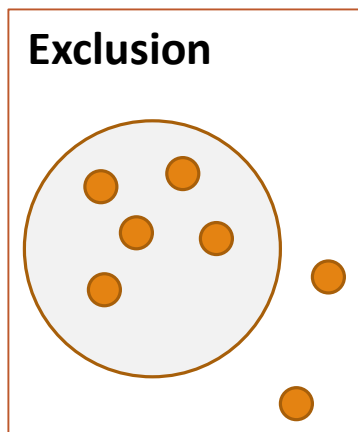
Difference between inclusion X integration I

Exclusion: Students with special needs are left out of the education system

Segregation: Students with special needs are separated from the mainstream education system

Integration: Education of children with special needs in mainstream settings. Students with disabilities being placed in mainstream education settings with some adaptations and resources, but on condition that learner with disability can fit in with pre-existing structures, attitudes and an unaltered environment and physical presence of a student with disability.

Inclusion: Education of children with special needs in mainstream settings. Inclusion is 100% placement in general education and must be about making the system adapt to each students with disabilities. Students with disabilities of all ages being educated in mainstream education settings alongside their nondisabled peers, where there is a commitment to removing all barriers to the full participation of everyone as equally valued and unique individuals.



An inclusive classroom is a supportive, caring learning community in which every student feels accepted.

Difference between inclusion X integration II

Integration: students with disabilities learn alongside peers without disabilities. Extra supports may be implemented to help them adapt to the regular curriculum, and sometimes separate special education programs are in place within the classroom. In theory, integration is a positive approach that seeks to help students with disabilities be part of the larger group. In practicality, the differences in the way all people learn can make this system of education less effective overall.

Inclusion: is the actual merging of special education and regular education with the belief that all children are different, will learn differently, and should have full access to the same curriculum. Students with disabilities are not expected to adjust to a fixed education structure. Rather the structure is adjusted so that everyone's learning styles can be met. Barriers to learning are removed to allow each student to participate fully in the curriculum and feel equally valued. The end result is that all students with and without disabilities benefit.

<https://rnewb.com/blog/2017/9/4/the-difference-between-integration-and-inclusion>

“Children who learn together, learn to live together.”

Characteristics of fully inclusive school

- A single set of standards that embraces all students
- A broad umbrella of standards that encompasses supplemental educational needs, including functional or independent living skills
- Teaching which uses heterogeneous groupings and a variety of age-appropriate instructional strategies based upon students' learning needs
- High expectations for all students
- Teachers who treat each student as a uniquely important individual and who are knowledgeable about research based practices that assist students with diverse learning needs to learn;
- Program philosophy which emphasizes the value of diversity, multiculturalism, social justice, and belonging for everyone
- Access for all students to campuses and classrooms, including co-curricular and extra-curricular activities, that are free from prejudice and other physical and psychological barriers;
- Comprehensive, sensible and culturally competent curricula which are effective for the full range of learners; and,
- Opportunities for all secondary school students to participate in community and/or job skill development programs which do not impact negatively on school participation

From TASH (formerly The Association for Persons With Severe Handicaps) <http://www.tash.org/>

Barriers of inclusive policy

- Special educational needs itself
- Attitudinal barriers
 - Social exclusion and discrimination
 - Peer pressure
- Attitude of regular teachers
- Schools as barriers
 - Admission
 - Commutation problems
 - Buildings and infrastructure
 - Materials and technology
 - Classroom size
 - Curriculum as a barrier
 - Untrained teachers as a barrier
 - Organisation of Education system
 - Constraint of resources

More detailed description:

https://www.worldwidejournals.com/paripex/recent_issues_pdf/2017/January/January_2017_1484307896__126.pdf

Challenges of inclusive policy

- Denial of access to mainstream education
- Lack of access to fair curriculum
- Shortage of opportunities for higher education
- Untrained and uninformed instructors
- Lack of job opportunities
- Health benefits cut
- Insufficient transportation
- Untrained and uninformed employers

Advantages of Inclusion

Students with disabilities have the opportunity for:

- experiencing full citizenship in school and the community
- forming a wide circle of friends
- experiencing academic challenges
- enjoying the satisfaction of achievements
- learning to rely more on friends than teachers
- taking new risks
- finding they can master activities they may not have tried in special education classes

Students without disabilities have the opportunity for:

- realizing that each person has gifts, talents and challenges
- learning to move beyond their stereotypes of people with disabilities
- developing a better understanding of citizenship for all people
- appreciating the similarities and differences among all people
- working on the sense of their own shortcomings
- increasing their level of comfort around all people
- serving as role models
- solving real life challenges by finding creative approaches to problems faced by students with disabilities

Teachers have the opportunity for:

- setting an example for nondiscrimination and acceptance of people's differences
- using creativity in their teaching
- working closely with parents to understand student strengths and needs
- working with a wider circle of teachers and specialists
- eliminating preconceived ideas about students with disabilities
- making significant change in the life of a student with disabilities as well as others in the class

Useful and inspirational sources

Articles:

<https://www.tandfonline.com/doi/pdf/10.1080/20020317.2020.1729587?needAccess=true>

Web pages:

➤ <https://www.thinkinclusive.us/>

TEDx talks:

➤ The power of inclusive education - <https://www.youtube.com/watch?v=ZIPsPRaZP6M>

➤ Reimagining Disability & Inclusive Education - https://www.youtube.com/watch?v=CtRY_1mZWWg

➤ Inclusive education is In-possible - <https://www.youtube.com/watch?v=bdeYbv4oCME>

➤ Inclusive education: a way to think differently about difference - <https://www.youtube.com/watch?v=FolCetXtYG0>

Little bit of inspiration from children themselves:

➤ Dear Teacher: Heartfelt Advice for Teachers from Students - https://www.youtube.com/watch?v=ITMLzXzgB_s

Full Inclusion is:

- Believing that all children can learn
- Welcoming all children and their unique gifts
- Addressing each child's educational needs
- Good for all children
- A collaborative way to teach and learn
- A right of all children regardless of their disability