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Special Education Instructors Can Do to Foster an Accepting Learning Environment

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Abstract

The research focused on the integration and inclusion initiatives of a single school for pupils who were hard of hearing or deaf. Educators' vital functions were illuminated over the period of three years by a combination of classroom observations and interviews with educators. Everything from the special educators' duties to the classroom teachers' adjustments and accommodations to problems with classroom teachers' ownership and attitude to misconceptions about the special educators' role and particular areas of concern voiced by both groups are detailed.

Keywords: disabilities, educators and school, classrooms, environment and instructional

Introduction

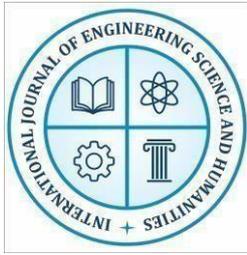
Including students with special needs in mainstream classrooms with typically developing peers is one example of the inclusive education practises that has seen explosive growth in popularity over the past few decades. United States data from the National Center for Education Statistics shows that over 60% of students with disabilities attend regular classrooms for 80% or more of the school day.

Several studies have shown that inclusive education is good for all students because it promotes equality and diversity while providing targeted, personalised instruction. Surrounding a student with autism with a diverse group of peers can help both the autistic student and the typically developing student learn to connect with and interact positively with youngsters from different backgrounds.

Families, in addition to educators and school officials, must work together to construct an effective integrated learning environment. Working together on curriculum creation and fostering a positive student culture is typical practise for general education and special education teachers. Providing a high-quality education to students with disabilities or other special needs is an essential obligation of special education teachers in inclusive classrooms.

Role of Special Education Teachers in Inclusive Classrooms

It is crucial to build the learning environment and instructional models with the goal of providing all students with strong educational chances in mind if we want to include underprivileged children and see positive results. "Teachers in both general and special education settings must not only have the full backing of administration but also be well-versed in meeting the needs of students with disabilities. What is more, they must treat each other with dignity and be receptive to the idea of inclusion. The success of a mixed-ability classroom depends on the involvement of a special education teacher in many areas, including but not limited to:



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Curriculum Design

Teachers in general education and special education work together to design inclusive classroom curricula that meet the needs of all children, including those with disabilities. Teachers will work together to create a curriculum that all students can follow, or one teacher will ask the other to modify their lessons so that students with special needs can participate. Furthermore, a special education teacher will determine when individual teaching is necessary and supply students with supplemental learning tools, including visual, manipulative, textual, and technological resources.

Teachers should take students' interests, strengths, and preferred ways of communicating into account while designing lessons. Accomplishment goals can only be met if students adhere strictly to their individualized education programs (IEPs). It is essential for special education teachers to help classroom teachers understand the need for accommodations and how to implement them, as many general education teachers lack proper training in inclusive learning.

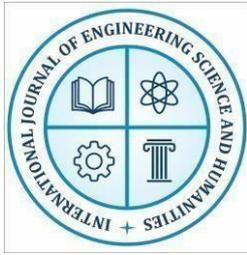
Classroom Instruction

A lot of inclusive classrooms follow the model of co-teaching, where the two teachers remain there the entire school day. Some schools use what is called push-in, wherein special education teachers deliver classes at set times during the school day. The implementation of an inclusive classroom model relies heavily on the joint efforts of general and special education teachers. Teachers in the field of special education often sit next to or sit with students who have individualized education programs (IEPs) so that they may keep tabs on their progress and provide supplementary materials or lessons as needed. Based on their own unique needs, students require varying degrees of individualized instruction and support.

Furthermore, educators may pull students out of the general education classroom for sensory exercises or individual tutoring, or they may make appointments for students to meet with professionals such as dyslexia coaches, speech therapists, or counsellors. It is feasible that special education teachers may have to arrange for therapists or paraprofessionals to be present in the classroom at specific times during the day so that their students can receive help. To further contribute to a positive classroom climate, they could also lend a hand to the general education teacher when delivering lessons to the entire class, conducting classroom evaluations, enforcing rules, and carrying out other routine tasks. Teachers of both mainstream and special education subjects could benefit from dividing their classes into smaller stations or groups to give pupils greater opportunities for active engagement.

Classroom Instruction

The practice of having two teachers present throughout the school day is common in inclusive classrooms. As part of a strategy called push-in, special education teachers in certain schools deliver instruction at set times throughout the school day. Only by working together closely can general and special education instructors build classrooms that are truly inclusive. Students with individualized education programs (IEPs) are generally sat with or near by special education teachers so that the latter can provide any supplementary materials or specialised



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training that may be required to track their progress. Because every kid has unique needs, varying degrees of individualized instruction and support are necessary.

Furthermore, educators may pull students out of the general education classroom for sensory exercises or individual tutoring, or they may make arrangements for students to meet with speech therapists, dyslexia coaches, or psychologists. Special education instructors may need to arrange for paraprofessionals or therapists to be present in the classroom at specific times during the school day so they may better support their students. Additionally, they could lend a hand to the general education instructor with activities such as delivering whole-class lectures, grading papers, enforcing rules, and other routine tasks that help keep the classroom neat and tidy. Educators in both mainstream and special education settings could benefit from implementing station-based learning strategies that encourage student engagement.

Learning Assessments

Regular assessments to see if students are achieving their academic goals are an important part of special education teachers' work in inclusive classrooms. The appropriate level of difficulty for the students to handle should be considered while designing and implementing lessons. Students in mainstream classrooms should feel supported enough to grow into self-reliant learners, but they should also gain confidence in their abilities. Special education teachers also make sure that each student, their family, and other relevant staff members get together for regular Individualized Education Program (IEP) meetings so that everyone can discuss the student's progress and determine if any changes are necessary.

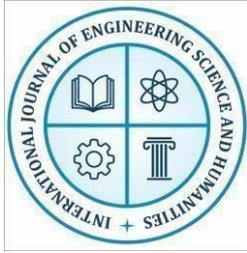
Advocating for Students

Teachers in special education essentially act as advocates for students who have impairments or other special needs. To achieve this goal, it is necessary to educate all school officials and staff on the value of inclusiveness and the best practices for integrating it into campus life. Advocacy could include requesting inclusion-focused professional development activities; programs that help general education teachers understand inclusion's best practices could be very helpful. Members of the community could also be informed about the success rates of inclusive teaching.

Maintaining open lines of contact with parents is crucial for students to thrive in an inclusive classroom. Regular updates on students' cognitive, social, and emotional development should be sent to families by phone calls, emails, or other suitable means of contact". Having parents help their children get ready for school can be helpful for students. The expectations of pupils in terms of their work and participation in class should be laid out early on.

Conclusion

Having all pupils in a class together offers several benefits, such as fostering equality and individuality and providing thoughtful, personalised teaching. When it comes to making sure that students with disabilities or other special needs get the education they need, special education teachers are indispensable. If a mixed-ability classroom is going to be successful, it needs a special education teacher's input. In inclusive classrooms, both teachers are present



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throughout the school day, which is based on co-teaching, the foundation of inclusive education. Students with special needs may engage in sensory activities or receive individualized lessons outside of the typical classroom environment.

In order to create an inclusive classroom that works for all students, regular and special education teachers must collaborate closely. In order to better support students with disabilities and other special needs, special education teachers may need to arrange for paraprofessionals to be present in the classroom at specific times. It is important for students in general education classrooms to feel supported while still developing a sense of independence and self-confidence.

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