Higher Education: Opportunities and Difficulties for Inclusive Education

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Abstract: *In an inclusive education system, kids with a range of impairments and special needs attend classes with students who are usually developing and without disabilities. Instead of being in separate classes or schools, students who need extra supports and services in an inclusive environment spend most of their time with their classmates who are not impaired. The definition of inclusive education is briefly discussed at the outset of this article, which is followed by an analysis of inclusion's historical origins in larger civil rights campaigns in democratic democracies. The difficulties of running an inclusive classroom are then covered, along with a number of suggestions for how teachers might help students overcome these obstacles by creating a "culture of inclusion."*

Key words: *Inclusive education, Disability, Non-Disability, School, Democratic.*

Introduction:

Neither a universally accepted definition of inclusion nor a set of uniform procedures that must be followed to put it into practice exist. One way inclusion differs from mainstreaming, another non-segregationist tactic, is that in an inclusive classroom, a lot of focus is on trying to meet each student's individual learning needs without pulling them out of the classroom. On the other hand, when special needs children are mainstreamed, it typically implies (at least in the US) that all students in the class are expected to follow a single, standard curriculum regardless of their individual differences, or that certain students are taken out of the classroom for a sizable chunk of the day in order to receive their instruction and services. The phrase "inclusive education" most often refers to the inclusion of those with mental and physical disabilities, including those with autism spectrum disorders, learning disabilities, intellectual disabilities, sensory or mobility impairments, language issues, and behavior disorders. In order to facilitate access for all excluded groups in society and in schools, some educators and intellectuals use the word "inclusion" in a wider sense. Therefore, the intentional and self-aware design of classroom and school environments to be inclusive of students with disabilities as well as those who may be marginalized or excluded due to their race, social class, gender, culture, religion, immigration background, or other characteristics is sometimes understood as inclusion. Since inclusion has a more expansive meaning, it is often promoted as a way to achieve more social justice. Supporters of inclusion argue that it is a kind of education that embodies democratic principles. All modern democratic societies are based on the idea that all people are equal and should have the same rights, including the right to an education, despite the fact that there are many democratic ideas and viewpoints about how to accomplish social justice. Advocates for inclusion emphasize an additional moral imperative that goes beyond democracy: accepting and addressing human variety, including people's limitations. Limitations. (Aronson, et.al,2002) They contend that the implementation of the equity principle is necessary to provide genuinely widespread access to education. The foundation of inclusion is the idea

that the best way to achieve this kind of justice or fairness is to create an educational system in which the physical and social surroundings, curriculum, methods of instruction, and learning resources all take into account the diverse needs and skills of each student.

Inclusion within the Historical and Legal Trends: Inclusive education originated from a number of social and political movements that began to take shape in the middle of the 20th century. Even in liberal democratic republics, many people were still denied access to social institutions like schools, as the American Civil Rights Movement of the 1950s and 1960s revealed. Movements against discrimination on the basis of gender, ethnicity, sexual orientation, or disability emerged in the late 1960s and early 1970s. Disability rights, homosexual rights, and second-wave feminism were some of these movements. The creation and execution of laws and policies meant to provide citizenship rights and opportunities of all kinds, including access to education, was a significant result of these movements in the US and many other nations. Federal and state legislation was established in the United States to ensure that children with disabilities have access to public education and to mandate that the government and its institutions aggressively promote these possibilities. The Education for Handicapped Children Act (EHA) was the first federal law of this kind, passed in 1975. Those who attended school received their education in special education programs or even separate classes. More children with disabilities received assistance and educational opportunities as a result of the EHA and other state rules that were passed in the 1970s and 1980s. Special education courses or schools continued to be the primary means of providing much of this help. The Individuals with Disabilities Education Act (IDEA), a different federal act, took the role of the EHA when it was abolished in 1990. The IDEA expanded and symbolized three prevailing trends. Initially, there was an increasing need for communities to be responsible for the education of their children in local schools instead of sending them to different schools or even classes.(Begrer, 2016) Additionally, there was a concurrent need for kids to get their education in the "least restrictive environment." Third, in order to create lesson plans that could cater to the individual requirements of every child, there was a move toward more specialized child evaluations. The IDEA has evolved and grown throughout time in a variety of ways. Many countries all around the world have implemented laws and policies that promote inclusion. International and non-governmental groups have also enforced inclusive education. For instance, inclusive education is emphasized in both the United Nations Salamanca Declaration (1994) and the UNESCO Dakar "World Declaration on Education for All" (2000) as a means of ensuring that all children have access to educational opportunities, as well as in combating discriminatory attitudes and bringing up the next generation to be more accepting of all forms of diversity.

Objectives: In addition to these changes in the social, political, and legal spheres, there is another factor influencing the current focus on inclusive education. There is a growing number of children who have been diagnosed with impairments, including neurological and psychiatric disorders. It's likely that compared to earlier times, there are more kids now suffering from neurological illnesses including autism, ADHD, and others. However, a higher focus on assessment and early detection, together with a rise in diagnostic categories, new technology for assessment, and a lowering of diagnostic thresholds, all seem to be contributing to the rise in these diagnoses. For all of these reasons, a large number of children in the US are eligible for adjustments and modifications and are now getting treatment.

Methodology: It is the goal of educators to provide environments where every student may reach their maximum learning potential. This is particularly challenging when the objective is to establish a classroom that is really inclusive. Pupils often possess a diverse array of abilities, learning preferences, communication styles, and approaches to engaging with their social and physical environments. They may vary greatly in their capacity to focus and pay attention, stay still, identify and respond to social cues, and self-regulate in response to stimuli. It's probable that certain interactions and activities in the classroom will merely make a student's needs and limitations apparent. Three particular kinds of issues or puzzles surrounding inclusive

education are particularly pertinent to classroom management. The first concern is establishing and maintaining the security, order, and structure required for a fruitful learning environment. A classroom has established roles and expectations for behavior, much like any other social context. Educators look for creative, productive solutions to deal with disruptions and include every student in the social rituals that promote learning and community development. Therefore, in addition to meeting students' learning demands, effective management calls for assisting students with self-regulation. The second task is to meet the educational, social, and developmental requirements of every student, including those who have special needs or impairments. The goal here is to create and execute social and intellectual curriculum that reach every child while maximizing the potential of each individual. Third, how to deal with the ongoing danger of stigmatizing those who are seen as "different." Stated differently, even in a system meant to lessen these issues, it is necessary to identify and strive toward eliminating the many types of actual and symbolic exclusion that may occur.

Importance of inclusive education: There is no perfect answer to these problems, no method that works for every kid, and no set of guidelines that is universally applicable to all educational settings, grade levels, and situations. A "culture of inclusion" may, however, be fostered to solve all three of these issues. There's more to fostering an inclusive classroom atmosphere than implementing rules, exercises, or curricula. Instead, a range of methods and other elements work in concert and reinforce one another. The capacity of educators and other people connected to the school to work together both within and outside of the classroom is another component of successful inclusion. With enough time, adults in the classroom may resemble players on a successful sports team: every teacher is instinctively able to react to circumstances that demand for extra assistance and is implicitly aware of what every other player is doing at all times. Thomas Hehir and Lauren Katzman, researchers and policy experts, discovered that this collaborative mindset permeates other parts of the school's organization in their study of successful inclusive schools. Teachers, administrators, service providers, and parents are able to work together to identify and address specific needs that students may have as well as challenges that various stakeholders may face. They also emphasize how important it is to have an administrative leader who is capable of inspiring and motivating parents, teachers, children, and service providers to collaborate. This leader may help instructors by providing the required resources—both human and material—and may motivate all parties involved to approach difficulties creatively and receptively. (Hockings, 2010)

In an environment that is effectively inclusive, educators and staff are willing to come up with creative solutions to support a child's learning. Giving every kid the tools they need to learn as much as possible and integrate into the classroom community is the aim. As was previously said, a school day is comprised of a series of social rituals in which instructors and pupils participate in repurposed encounters that happen again throughout the day. Preschool and early elementary schools may include these customs, which include "dropoff,""circle time,""choice time,""snack,""rest time," and "outdoor time." Some students need certain types of assistance in order to participate in these customs. For instance, some young toddlers need more sensory stimulation in order to focus or sit still. In an inclusive classroom, students may be observed seated in a variety of ways during circle time, based on what has been found (sometimes via trial and error) to be most comfortable for each individual kid. You may utilize benches, floor cushions, "beanbag" chairs, rocking chairs, or even the laps of the assistant instructors at a preschool. Throughout the school day, little children may benefit from weighted vests and "bear hugs," which are essentially weighted blankets that a youngster can wrap around themselves. An indoor swing is another resource for supporting sensory integration. Some children need more tactile stimulation When educators get familiar with each student's individual limitations and sensitivities, they can often foresee situations that will be very challenging or too stimulating. In order to alleviate a student's pain and maintain group cohesiveness, they could take aggressive action. Teachers and parents may help students prepare for a field trip by going over expectations and having practice with the activities. If they feel that a special assembly or performance will be too

stimulating for a kid, they could try to arrange for a parent to accompany them. caretaker or another mature, responsible person to accompany her. For example, when an early primary school scheduled a music event, the teachers asked a very young kid whose relative had been diagnosed with sensory integration disorder to accompany her. Since there was a way for the kid to quietly exit the room if she began to exhibit signs of discomfort, the youngster was permitted to attend the event. A number of accommodations support students in overcoming challenges that may impede their learning or their capacity to communicate what they have learned in higher grades when academic instruction takes up a significant amount of the day. For example, nonverbal children may be able to communicate effectively using a text-to-sound (Kurzweil) machine; students with fine motor impairments may utilize slanted writing boards; and kids who are unable to sign their name may use a stamp. A visually impaired student who cannot see the board or screen well from a distance may be allowed to stand and approach the front of the class to read what has been written or shown. (Hook,et.al,2013)

Conclusion: The curriculum, pedagogical methods, and other aspects of teaching and learning may be tailored in a variety of ways to meet the requirements and skill levels of the students. Two strategies that may be used to increase educational accessibility for a wide variety of students are universal design and customized teaching. Many articles have been published on these strategies, often emphasizing their differences. In reality, however, they overlap and may even strengthen one another. "Universal design" refers to the process of designing environments that are intended to be usable by all people. Universal design is also relevant to other areas of education, even though it is often associated with the need of creating physically accessible spaces for those with motor or sensory limitations. It may be utilized to both the creation and execution of curriculum by instructors as well as the way that tangible objects are used. For instance, students in many early primary courses "sign in" when they arrive each morning. This is a routine that helps kids get used to the start of the school day as well as a way to teach them how to spell and read other people's names. Putting one's name on the roster of classmates fosters a feeling of community as well. A kindergarten teacher who had many pupils in her class with fine motor impairments saw the significance of this ritual for all the kids. She set up a sign-in process where all the kids had to do was write their names using magnetic letters that were hung on a board.

Results: Incorporating a tailored approach into curriculum development and course delivery is another meaning of universal design. A substantial amount of research offers recommendations for designing lessons and activities that allow students with different learning styles or impairments to access the content and show their understanding in a variety of ways. This kind of curriculum design and delivery is like building an elevator so that individuals may use wheelchairs, walkers, and unsupported walking in it, and the floor numbers are visible not just from the outside but also by touch (braille) and sound. "Universal design" refers to techniques that assist make the academic and social aspects of school accessible to all students, while "differentiated instruction" emphasizes the need of tailoring what is taught and how it is taught to individual students' learning styles and variances. One strategy to diversify your presentation of the same topics is to have many entrance points into the same or related content. But it can also mean instructing different kids on very different subjects. Regarding inclusive education, there is a debate that pits the belief that most students cannot learn the material in the same general manner as others versus the belief that most students can (although in different ways). Differentiations, including variances in ability, are acknowledged and accepted in inclusive education practices. Rather, teaching children to embrace a range of needs and assistance as a normal part of life is one of the most critical parts of excellent inclusion. Therefore, providing access and opportunities for those whose impairments may otherwise restrict them is just one aspect of inclusive education. It also aims to lessen the significance of impairment in a child's self-perception and how she is seen by others.

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