

Special Education Instructors Can Do to Foster an Accepting Learning Environment

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Abstract

The study looked at one school's efforts to incorporate and integrate students who were deaf or hard of hearing. Over the course of three years, a series of interviews with educators and observations of classrooms shed light on the crucial roles that were performed by both general educators and special educators. It is described the responsibilities of the special educators, the adaptations and accommodations made by the classroom teachers, issues concerning the ownership and attitude of the classroom teachers, perceptions of the role of the special educator, as well as specific areas of concern expressed by both the special educators and the classroom teachers.

Introduction

In recent decades, there has been a dramatic rise in the use of inclusive education practises, which include integrating kids who need special education services into regular classes with their usually developing classmates. According to the statistics provided by the National Center for Education Statistics in the United States, more than sixty percent of children with disabilities spend at least eighty percent of their school day in general education classes.

According to a number of studies, inclusive education is beneficial to each and every kid in the classroom because it fosters uniqueness and equality while also offering teaching that is deliberate and individualised. When a student with autism is surrounded by a varied peer group, the student without autism may learn how to create good connections with a bigger variety of children, while the student without autism may learn how to form positive interactions with a wider range of children.

Creating a productive integrated learning environment is a difficult endeavour that requires the participation of families as well as teachers and administrators. It is common practise for instructors of special education and general education to collaborate on the development of a curriculum and the cultivation of a healthy student culture. It is the responsibility of special education instructors in an inclusive classroom to provide the critical duty of ensuring that children with disabilities or other special needs get an education of sufficient quality.

Advocating for Students

Advocates on behalf of kids with disabilities and special needs are the role that instructors play in special education. This entails making sure that all school authorities and personnel understand the significance of inclusion as well as the most effective methods for incorporating inclusion into every aspect of campus life. Inclusion-focused professional development activities could be requested as part of advocacy; in particular, programmes that assist general education teachers in gaining a better understanding of inclusion's best practises could be particularly useful. Information could also be provided to community members regarding the success rates of inclusive teaching.

In order to achieve success in an inclusive classroom, communication with parents is also necessary. Phone calls, emails, and any other forms of contact that are appropriate should be used to provide families with frequent updates on their children's intellectual, social, and emotional growth. Students might benefit from having their parents' assistance in getting ready for school routines. It is important to establish early on what is expected of students with regard to their assignments and their engagement in class.

Conclusion

The inclusion of all students in a class has several advantages, including the provision of considerate and individualised education as well as the promotion of uniqueness and equality. Teachers who specialise in special education play a crucial role in ensuring that children who have impairments or other educational requirements are provided with an appropriate education. The participation of a teacher who specialises in special education is essential to the overall effectiveness of a mixed learning environment. Co-teaching is the foundation of inclusive education, and in inclusive classrooms, both instructors are present during the whole school day. A student receiving special education may get one-on-one instruction or participate in sensory activities outside of the regular classroom setting.

To successfully implement an inclusive classroom, instructors from both general education and special education need to work together in close collaboration. It may be necessary for instructors of special education to coordinate the presence of paraprofessionals in the classroom during certain periods in order to provide assistance to kids with disabilities and other special needs. Students in general education classes should not only develop a sense of self-assurance and independence, but they should also have the impression that they are adequately supported.

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