

Inclusive Education For Children With Deaf-Blind

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INCLUSION:

Inclusive Education aims at “normalizing the life and education of impaired children in the least restrictive environment”.

- Not dumping of Deafblind children in regular schools
- Providing education with other children
- To interact with their families, neighbors and community.

IT IS NOT INTEGRATED:

“Inclusive education is a strategy contributing towards the ultimate goal of promoting an inclusive, society one which enables all children / adults, whatever their gender, age, ability, disability, ethnicity to participate in and contribute to that society”
- (Sue Stubbs, 1997)

WHY INCLUSION?

1. Inclusive education emerges out as a positive alternative to increase the coverage
2. It provide equal education and equal opportunities to Deafblind children in their own locations
3. Inclusive education is inevitable for Deafblind children from rural areas
4. Mild and moderate cases are covered more in IEDC programme.

WHY THIS SHIFT TOWARDS IE ?

- This is now a human rights and disability rights issue. Every child has the right to equal participation, under the convention of the rights of the child
- “Every child has a right to be educated in a regular school”. Education is a right not a “Privilege”.

WHAT DO YOU NEED IN ORDER TO START IE:

- Prepare administrators, teachers and students
- Restructure schools into communities that support to multi disabled
- Whole schools approach, where the whole school and not just the concerned class teachers are involved
- Develop a clear policy and administrative support
- District resource teams where specialists on individuals need is essential
- Teachers support, where other teachers in the school, support the concerned class teacher
- Close involvement of families
- Need Accessible and friendly environment
- Need Flexible curriculum
- Diversity recognized, respected and accepted
- Where children feel socially responsible for each other
- Discrimination is not tolerated
- Teaching is child-centered and encourage active learning

WHAT COMPETENCIES DOES THE TEACHER NEED:

- The ability to solve problems
- Good observational skills, the ability to find out what the child needs

FACTORS THAT NEED TO DEAL WITH BEFORE IMPLEMENTING IE:

- A comprehensive situation analysis should be carried out before initiating a programme, covering government legislation, organization structures, roles and responsibilities, current attitudes and behaviours, assessment of openness or resistance to change existence of local resources
- Identify and build on local resources and initiatives
- If possible start with the youngest age groups. Eg : Kindergarten sector
- Choose a polite school which is not untypical and provide a replicable model
- Starts small and build on success

IMPLEMENTATION:

- Training should occur in small doses, should be on-going not one-off, and should preferably be based on site
- Awareness raising needs to happen from the start and at all levels as ownership and participation encouraged
- Success does not depend on a large budget, rather the careful and planned use of resources over time
- Good leadership is needed

- Specialist support should be located at district and national levels and at the school (Wherever possible)
- The programme needs the support of experienced educational personnel
- The pace of development should be slow and enable participants to feel comfortable with the charges
- Support systems for families, teachers and schools are needed
- The programme should aim to benefit all children, not just disabled children
- Capacity building of key people is essential
- Ownership should be shared between the school, family Special Teachers, NGO'S and community.

PRIMARY NEEDS OF YOUNG DEAFBLIND:

- ☆ Involve early identification and Assessment
- ☆ Implement Home based services delivered by special teachers
- ☆ Organise Parents counseling and family network
- ☆ Arrange Medical and therapeutic services to enhance healthcare and motor development.

PRE SCHOOL FOR DEAFBLIND CHILDREN:

- ☆ Give Opportunity to participate in a day programme
- ☆ Provide Specialized education and medical interventions as per the needs of children
- ☆ Give skills of plus curriculum & functional curriculum
- ☆ Develop rapport with special teachers and the care givers

CURRICULAR APPROACH

A. Developmental Approach

- * Teaching of basic Skills to Deafblind children

B. Functional Approach

- * Teaching the practical skills to Deafblind children

Curriculum of Deafblind is increasing independent functioning in the following areas

- (a) Daily living skills
- (b) Language and communication skills
- (c) Applied academics
- (d) Pre- vocational skills
- (e) Physical development
- (f) Social and emotional growth
- (g) Orientation and Mobility.

COMUNICATION TO DEAFBLIND

The following techniques are very useful to develop the communication for children with Deafblind.

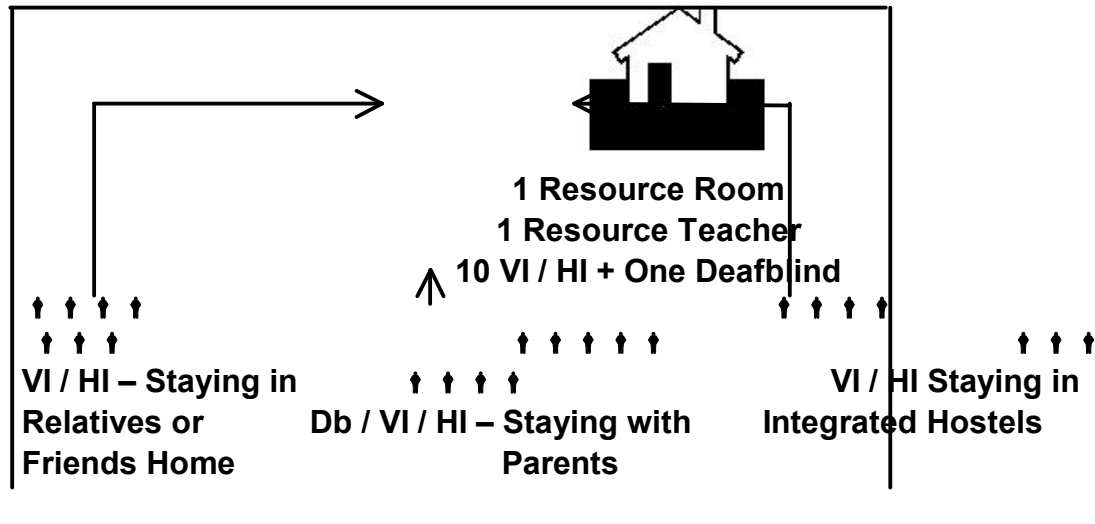
1. Touch Cues
2. Object Cues
3. Pointing
4. Gestures, Vocalization
5. Signals - body language and facial expression
6. Speech
7. Braille, Large print
8. Pictures (Tactual)
9. Print on palm
10. Sign language (Tamil).

SCHOOL AGE CHILDREN

The primary needs of school-age children include educational opportunities and services offered in a variety of models viz.

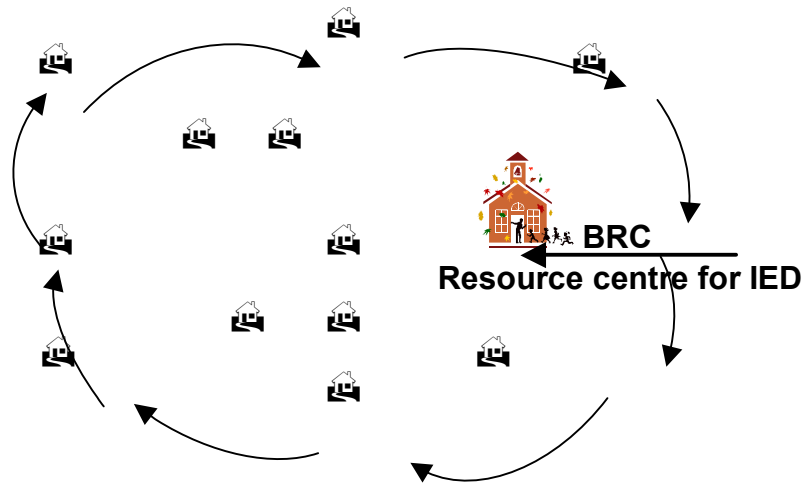
- Resource model
- SSA-IED block model
(SERVA SIXHA ABIYAN)
- Preparatory centre model
(Attached in the standard school)

RESOURCE MODEL



- ↗ The Resource plan is the most prevalent model followed in the majority of schools
- ↗ Under this IEDC model, minimum 10 visually impaired or hearing impaired are enrolled in the regular schools
- ↗ Resource room is located inside the school
- ↗ Resource Teacher is trained in the methodology of teaching Deafblind children (or) Multi-skilled in special education
- ↗ 1 or 2 Deafblind students in the Resource Room
- ↗ Deafblind students attend the regular class room for some activities
- ↗ The resource teachers provide direct & indirect services to deafblind in the Resource Room
- ↗ Technical support to deafblind will be provided by the Itinerant specialist teachers frequently

SSA-IED BLOCK MODEL



- NGO is a partner / IEDC resource teachers are supporters
- SSA- IED project is supported by Education Department both state & central Govt.
- NGO is an implementing agency in block level
- Need 2 special teachers in block level / One Itinerant Resource Teacher for Db/MD
- Need Block IED resource centre with essential special equipments

Supportive services from Special teacher's \ Itinerant Teachers

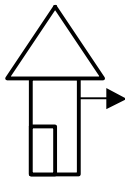
- ☆ Identification & Enrolment
- ☆ Home based training
- ☆ Special care in school impaired children
- ☆ Individual support
- ☆ Facilitating services
- ☆ Direct and Indirect services
- ☆ Maintain no dropouts
- ☆ Help to Day care centre
- ☆ Curriculum & plus curriculum skills.

Supportive services from NGO's

- Arranging Medical Assessment Camp
- Supply of aids & equipment
- Training to regular teachers
- Training to parent of Deafblind
- Training to VEC, SHG, volunteers etc.,
- Organizing Awareness programme
- Linkage with all Government departments

PREPARATORY CENTRE – MODEL

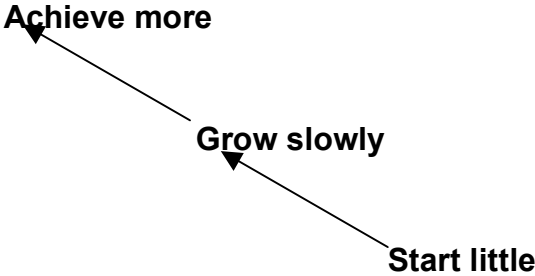
Standard school



Preparatory Resource centre
(Attached in schools)

- ◆ Self contained class room
- ◆ Specially qualified teacher
- ◆ Preparatory services at a central place
- ◆ One or two years of services
- ◆ Day centre or residential centre
- ◆ Training in skills development
- ◆ Pre – Braille, O&M, DLS & Social skills
- ◆ Sensory Training
- ◆ Sign Language
- ◆ Communication skills
- ◆ Partial integration.

INCLUSIVE EDUCATION CONCLUDING VIEWS



FOLLOW 3 R'S

- 👉 **Right method**
- 👉 **Right material**
- 👉 **Right time**

👉 **Inclusive Education is possible and successful** 👉