

Inclusion and Teacher Training

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Teaching profession is very sensitive and sacred in every religion and society. Teachers have great responsibility in building a good and productive nation. A teacher serves her students across a wide range of individual differences to fulfill their augmented educational, social and psychological needs. That's why, like other professions the teachers must seek relevant education and training for teaching because he who is not a trained professional / teacher can not become a stake holder and helping hand for making a society better.

Same thinking is here for an inclusive setup. Today, if we see in depth we come to know that now inclusion of the students with disability is a resolved problem which is economical by means of time, finances, place and energies.

Now inclusion is the base for equality of fulfillment of rights of every member of a society. When you see "No Child Left Behind Act (NCLB)" and the Individuals with Disabilities Education Improvement Act (IDEA) 2004. You people come to know that it focus on high standards of education, learner performance, quality teaching and learning, equality of educational opportunities and improved achievement for students with disabilities. (CEC March 2005).

In case of inclusion of children with visual impairment the regular teachers should understand that those children only have sensory / visual impairment and their rest of characteristics are normal. They use specialized services only when vision is involved. In this regard teacher training plays an important role for an inclusive set up because the teacher is the key element for learning inside the classroom.

According to Carr Wilfred and Kemmis Stephen a teacher's professional concern for his pupils cannot be limited because teaching requires a much more diverse range of skills.

It is such a professional activity which needs autonomy in judgment and decision making inside the classrooms. They take teacher as a researcher so for their professional growth it is necessary to provide them a healthy experimental learning environment through which they enhance their own knowledge and reflected its benefits in side the classroom.

Ainscow (2003) also emphasized that the teachers should attend conferences and in-service training courses to refresh their knowledge and skills. Ainscow and Booth (2000) also forced that the school staff should involve in detailed examination of the possibilities for the enhancement or improvement of learning and participation of every pupil in an inclusive school setup.

Even after getting training for teaching children with visual impairment in inclusive setting the regular teacher should be teamed with special educationist. During this period the regular teacher can easily cope with certain situations during teaching process. And such assistance should be reduced when remarkable progress of the pupils is observed.

Every teacher training program should also focus the following elements;

1. Meaning of Inclusion:

The teachers (trainees) should become able to understand what does inclusion means.

2. Realistic Approach:

The trainee should realize that a child with visual impairment suffers only with visual problem not with cognition.

3. Need Assessment:

Get training in administration of informal and formal assessment procedures to do need analysis.

4. Planning for Modifications:

- a) How to modify environment of the classroom (physical & Social)?
- b) How to modify text (content)?
- c) How to modify instructions?
- d) How to modify instructional aids?
- e) How to modify evaluation procedures?

5. Dealing with Crises Situation:

How to identify behavior problems which occur unexpectedly and what kind of behavior modification technique can be used.

6. Become a Good Listener:

To become accessible for every student and listen their problems, provide them their solutions with best possible / available alternatives.

7. Assistance Availability:

Teacher should get training to assess where child with visual impairment needs assistance because some times students feel hesitation to ask for assistance.

8. Critical Observer:

To become critical observer toward teaching and learning problems of the students should careful watch her student interests, their social and psychological situations inside the classroom.

9. Cooperative Learning Strategies: (C.L.S)

A teacher should become able to use effectively C.L.S for better out comes in learning pace.

Whole class strategies with text:

To use whole class strategies with text a teacher should adopt following steps:

a) Oral Reading;

Carefully do oral reading with such pace that every pupil can involve in listening and learning.

b) Pyramiding:

Grouping important ideas, concept and most important at the apex.

c) Text / Content Exploration:

To explore the content carefully with students that every one becomes able to comprehend.

d) Redefining the Context:

Explore and define unfamiliar words.

e) Recalling Activity:

Read a topic into smaller units of paragraphs and after each unit involve the students that they recall the important / theme elements from that.

10.Action: Research:

Learning of the process of action research and apply it in the classroom.

Teacher's training for an inclusive setup determines a teacher's diverse roles which are following;

- ❖ **Teacher as learner**
- ❖ **Teacher as Researcher**
- ❖ **Teacher as Modifier**
- ❖ **Teacher as Counselor**
- ❖ **Teacher as planner**
- ❖ **Teacher as Decision Maker**

Such training programs give benefits to other regular students too. Those benefits can be;

- ❖ Learning the meanings of equality
- ❖ Know the rights of fellows who are with disability.
- ❖ Get training in Social Skills
- ❖ Give acceptance to the students with visual impairment
- ❖ Develop sensitivity towards others' needs

Teacher training for inclusive education also equipped the students with visual impairment towards rehabilitation in following manners;

1. Get their right to be educated like regular students.
2. No fear of labeling
3. Get benefits from all those opportunities which they can not approach in a segregated educational setup.
4. Have more opportunities to perform their best efforts in potential areas.

5. Get social acceptance and do not recognize as a different community members.
6. Become equally productive member of society.
7. They are not taken as disabled but show themselves as differently able.

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