



## Role of Secondary School Teachers and Technology in Inclusive Education

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**Abstract:** Information and Communication Technology are a boon to differently – able people. The most important one is that ICT provides the need and entitled them to information as the able ones. Disability in any form does not reduce the need for information of an individual. The role of Teacher and Technological tools and devices is much useful in assisting the disabled students in inclusive education. The various effects and benefits of inclusive learning can be had only by adopting these technologies in inclusive learning, without which the disabled children find very difficult in adjusting with the other students in the inclusive classroom. Even though there are various barriers towards adopting these in the real time environment in country like ours, it is essential in converting disabled to differently able.

**Keywords:** disabled children, multiple dysfunction, community, education

### Introduction:

*“Every Child in the World has the Right to Education”*

According to the United Nations definition, the child with a disability or disabilities implies that she / he is having multiple dysfunction abilities or impairment as a result of damage to two or more or either sensory or physical organs. These may be hearing, visual or cognitive impairment. The physical problems may affect the limbs or any of the limbs of the physical body whose functional loss can be complete or incomplete. Again, the loss of function either sensory or physical can be psychological, emotional, social or psychosocial with no damage to the organs of the human body.

### Inclusive Education :

Inclusive education refers to all learners, young people – with or without disabilities being able to learn together in ordinary school and community educational setting with appropriate

network of support services. In addition to the provision of aids and appliances, a flexible, broad and balanced curriculum that can meet the need of all children is the call of the day.”.....

### Role of Secondary School Teachers in meeting the special needs of children disabilities in the inclusive schools :

The role of the teachers in meeting the special needs of the children with disabilities vary from one ability to other. However there are certain common role. They are listed below :

- ❖ Identification of the children with disabilities in the classroom.
- ❖ Referring the identified to the experts for further examination and treatment.
- ❖ Accepting the children with disabilities.
- ❖ Developing positive attitude between normal children and disabled children.



- ❖ Placing the children in the classroom in proper places so that they feel comfortable and benefited by the classroom interaction.
- ❖ Enabling the children with disabilities to avail the facilities provided for them under IED scheme.
- ❖ Removing architectural barriers wherever possible so that children with disabilities move independently.
- ❖ Involving the children with disabilities in almost all the activities of the classroom.
- ❖ Making suitable adaptation in the curriculum transaction so that the children with disabilities learn according to their ability.
- ❖ Preparing teaching aids / adaptation of teaching aids which will help the children with disabilities learn.
- ❖ Parental guidance and counseling and public awareness programme through school activities.
- ❖ Acquiring competencies which are essential in meeting the needs of the children with disabilities.
- ❖ Cooperating with resource teachers if resource rooms are available.
- ❖ Collaborating with medical and physiological personnel social workers, parents and special teachers.
- ❖ Providing scope for cooperative learning among disabled and normal children.
- ❖ Conducting case studies and action research related to the specific problem of children with special needs.
- ❖ Construction of achievement and diagnostic tool.
- ❖ Adaptation in evaluation for children with special needs.
- ❖ Nurturing the talent among children with disabilities.
- ❖ Providing remedial instruction to the children who require it.

**Support services needed in inclusive school :**

Trained staff and appropriate support services are essential in providing meaningful education to children with special needs inclusive school. The following minimum support services and devices would be required in an inclusive school, if having :

- ❖ Children with seeing problem (visually impaired),
- ❖ Children with hearing problems,
- ❖ Children with neuro – muscular problems,
- ❖ Children with low intellectual (MR),
- ❖ Children with learning disabilities.

**Strategies for Inclusive Teaching :**

Different approaches may be required to address the particular issues each student brings to your class room but there are some strategies that are useful in all scenarios.

**These include :**

- ❖ Development of online quizzes that reinforce important points and concepts in topics that are available for students to complete in their own time and at their own pace ;
- ❖ including a range of different learning, teaching and assessment approaches and providing students



with options to choose which they feel suit them best ; and

- ❖ Scaffolding academic skills, learning processes and assessments.

**Ten simple strategies for inclusive teaching :**

- ❖ Get to know your students and create a welcoming atmosphere that fosters.
- ❖ Help students overcome their culture shock.
- ❖ Use appropriate language and culture references.
- ❖ Assist students in their writing assignments and oral presentations.
- ❖ Explain what plagiarism is and how to avoid it.
- ❖ Give students feedback early in the course.
- ❖ Communicate an expectation for creativity and critical thinking
- ❖ Show by example respect for all students.
- ❖ Use a step-by-step approach, teaching in small bites, with much practice and repetition and reinforce abstract concepts with concrete examples, such as looking at a map while learning compass directions or walking around a neighbourhood to read street signs.
- ❖ Remember the basics such as teaching student's proper hygiene, social skills, respecting others, effectively listening, or reading directions on a worksheet, in addition to the 3R's : reading, writing and arithmetic.

**Benefits of inclusive teaching :**

- ❖ You can connect with and engage with a variety of students.
- ❖ You are prepared for "spark moments" or issues that arise when controversial material is discussed.
- ❖ Students connect with course materials that are relevant to them.
- ❖ Students feel comfortable in the classroom environment to voice their ideas / thoughts / questions.

**Barriers in Inclusive Education:**

- ❖ All the schools in neighborhood locality do not grant admission to the students with special needs and suggest for special schools.
- ❖ Infrastructure is not properly developed. Students with special needs cannot access all the places in the environment.
- ❖ There is a feeling that the teachers are not trained adequately to teach the children with special needs.
- ❖ Generally in a normal classroom there are fifty to sixty students, not possible to pay attention to individual students.
- ❖ It becomes difficult from students point of view to compete with so many students.
- ❖ Sometimes children with special needs feel alien in the normal classroom.
- ❖ There are some students who are very friendly and understanding towards the students with special needs. Some are indifferent, harsh and cruel. Some show pity on the students with special needs.
- ❖ Usually children with special needs need more time to learn or to write



their paper. They usually do not get extra – time, rather they are rebuked for not being able to complete the work in time.

### ICT in Inclusive Learning:

ICT (Information and Communication Technology) are a boon to differently – able people. The most important one is that ICT provides the need and entitled them to information as the able ones. Disability in any form not reduces the need for information of an individual. As the differently – able are not adhesive in the society, they are more needy of ICT. Like the other members of society, differently – able people too want to know the rest of world, either through work, leisure or social contact. It is very important to note that disability does not necessarily reduced intelligence or capacity of an individual. It does not of itself limit access to ICT. Studies shows access is restricted only by the intelligence of the user and availability of resources not by the disableness.

### Assistive Tools:

The term “Assistive Tools” means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized is used to increase, maintain, or improve functional capabilities of a child with a disability. Assistive tools might be software, hardware or products integral of both designed to use by the differently – able to perform his / her task in a most efficient way and to build a life with it.

Low-tech-refers to unsophisticated devices and largely non-electronic devices, many of which can be produced from local materials, such as :

- Pencil grips

- Book holders
- Texture boards
- Reading stands
- Educational toys and games

Medium-tech-devices are more complicated, many of which can be manufactured locally, such as :

- Hearing aids
- Speech trainers
- Braille paper and styluses
- Tape recorders.
- Magnifying reading glasses.

High-tech-devices involve the use of sophisticated communication and environmental control systems that are electronically based.

Increasing variety of methods of adapting the computer through the use of special needs peripherals and / or software.

### Tech Gadgets For Different Disableness

#### Visual Impairment

- Braille shorthand machine
- Distance vision telescopes
- Hand help magnifiers
- KNFB portable reader for blind people
- Talking dictionary
- Smart cane

#### Speech Impairment :

- Delayed Auditory Feedback (DAF)

#### Hearing Impairment :

- Advanced Digital Speech Audiometer
- Hearing Aid



- Wireless FM Assistive Listening System
- The technology tools will make the students to forget their disableness.

**Locomotor Impairment :**

- Battery Powered Jyostick Operated Wheelchair
- Aluminum Crutches
- Prosthetic limbs
- Cervical immobilizer
- Child Model tricycle
- Folding sticks and folding walkers
- At a certain part of time, they become skilled with the tools and earn a living with it.
- They help the others to overcome with similar disableness and become the source of inspiration.

**Mental Retardation**

- Basic Skill Wooden Puzzles
- We can (daily living activities)
- Calendar of seasons
- Punnarjani

**Cerebral Palsy :**

- Sanyog
- Gupshup
- Switches
- Touch screen
- Adapted keyboard
- Ball mouse

**Effectiveness of Teach Tools :**

- Technology tools help them to accomplish their task better and in time.
- They develop the confidence in the students and make to experiment more and constantly move them towards innovation.
- The inferiority complexion created due to their disableness is constantly erased from them and make them to mingle with the society.

**Conclusion:**

The role of Teacher and Technological tools and devices is much useful in assisting the disabled students in inclusive education. The various effect and benefits of inclusive learning can be had only by adopting these technologies in inclusive learning, without which the disabled children finds very difficult in adjusting with the other students in the inclusive classroom. Even though there are various barriers towards adopting these in the real time environment in country like ours, it is essential in converting disable to differently able.

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