

## Factors play essential Role in special Education



### Linguistics

**Keywords:** Special needs, Education, Programme, development, gifted, problems, Exceptional.

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### Abstract

In a democratic country like our every child has the right to Education. It is consistent with a democratic philosophy that all children be given equal opportunity to learn whether they are average, bright, dull, retarded, blind, deaf, crippled, delinquent, emotionally disturbed or otherwise limited or deviant in their capacities to learn. Their learning problem may persist and even accumulate despite special help by teachers. If teachers can not understand the special needs of such children they will experience failure and frustration and later drop out from the school. In fact our failure to understand the special needs of such children have been major factors for our failure to reach the target of universalization of elementary education within the stipulated period. The children with special needs are called Exceptional.

### Introduction

The very term 'Special Education' includes all aspects of education which are applied to exceptional children physical, Mental, disadvantage and gifted children. But these methods are not usually adopted for average children. Special education has long history. The basis of caste system is connected with the concept of special education. In the primitive era, the Brahmins were supported to be academically talented, the kshatriyas talented in warfare. Similarly the training of vaishyas were also different. This was done primarily to bring out the different categories of people with various talents. Students have been individually tutored by their parents or teachers who recognized their talents. Modern education technique also follows the same procedures for educating gifted children. Our educationists pay little attention to gifted children due to preoccupation with the normal and backward children. The different views taken on special education have sparked off controversies of segregating some children from the main stream and providing them with extra opportunities.<sup>1</sup> As generally considered special education is not a total programme which is entirely different from the education of ordinary children. Rather it includes those aspects of education which are specific in addition to the regular programme for all children.

### Aims and Objective

Special education has some objective as those of regular education human resource development through providing appropriate education to children, national development, social reconstruction, civic development, vocation efficiency, etc. In addition to these objectives special education has certain special objectives such as the following:<sup>2</sup> 1. Early identification and assessment of special needs of handicapped children. 2. Early intervention to prevent a handicapping condition from becoming a serious one for remediation of learning problem and compensation by teaching the child new ways of doing things. 3. Prevent counseling about prevention and remediation of defects, care and training of handicapped children in daily living skills, self help skills pre – academic skills and communication skills. 4. Community mobilization and awareness of problems of handicapped children and their education. 5. Rehabilitation of the handicapped the national policy of education (1986/1992) clearly stipulated that. 6. By means of this the realistic self-concept of that strategically determine for effective living.

### Basic Principal

Special education is based on the following principal: **Individual Difference.** There are inter-individual difference and intra-individual difference. In other words some students are very different from the most in ways that are specific regarding education and special education is required to meet their education needs. **Zero Rejection.** All Children with disabilities must be provided a free and appropriate education. The school systems do not have the option to accept or reject a child for education in a regular school. **Non-discriminatory Evaluation.** Students who need special education must be clearly identified to ensure that they receive appropriate service. Each student must receive a full individual examination before being placed in a special education programme with tests required at intervals to assess his progress and difficulties in learning. **Individualized Education programme.** Students with special needs require individualized education programme either in a resource room or a special class in the regular school for some part of the day. Such education must match with their current level of functioning and their special needs. **Least Restrictive Environment.** As much as possible children with handicaps must be educated with children who are not handicapped in the regular classroom. The regular classroom provides the least restrictive environment for handicapped children. **Special Process.** The process implies that the parents of handicapped children have the right to evaluate the efforts of the school system to identify and access the handicapped children to modify the programme of the school to meet the special needs of these children and if they are not satisfied with the programme of the school they have the right to withdraw their children from that school for a better programme. **The Conception:** The term 'exceptional' means different things to different people. Some use it when referring to the particularly bright children or the child with unusual talent. **According to Krik (1972):** "An exceptional child is one who deviates from the normal or average children in mental, physical and social characteristics to such an extent that requires a modification of school practices or special education services or supplementary instruction in order to develop to his maximum capacity"

**Hewett and Forness (1984):** “An exceptional learner is an individual who because of unique in sensory, physical, neurological, temperamental or intellectual capacity and /or in the nature and range of previous order to maximize this or here functioning level”. All children traditionally labeled as exceptional fall under this definition. It is applied to a trait of a person possessing up to the extent of deviation from normal: 1. It is commonly applied to children who differ notable from the average children. 2. An exceptional child deviates physically, mentally, emotionally and socially from normal growth and development. 3. An exceptional child is he who cannot be benefited from regular classroom teaching programme. 4. An exceptional child requires a modification of school practices and needs special treatment in school to develop his maximum capacity. 5. An exceptional child belongs to both the extreme of physical, mentally, socially, emotionally and educational achievement. Types of exceptional children: Exceptional children are of various types such as the following: 1. Children with hearing Handicap; 2. Children with visual Handicap; 3. Children with mental Retardation; 4. Children with learning Disability; 5. Children with emotional Disturbance; 6. Children with speech Handicap; 7. Children with special health problems; 8. Gifted children; 9. Children with creative children; 10. Socially disadvantaged children.

### Problems and Issues

All children have certain basic needs. The needs of children are often accompanied by or result in certain problems. The needs and problems of exceptional children are similar to and at the same time different from those for non- exceptional children. The needs and problems of exceptional children also very developing upon the direction and degree of their deviation from normal children and their type of exceptionality. For example:- the needs and problems of mildly and moderately handicapped children are differently from those of severely handicapped children are similarly the needs and problems of handicapped children are different from those of children with superior ability. Even though the needs and problems of exceptional children are related to their characteristics they have certain common needs and problems such as need for proper education need for independent functioning, need for respect for their individuality. An exceptional child whether he is handicapped or gifted has an individuality of his own, he thinks, learns acts and adopts in his own way. He has the capabilities to live a better life and to improve his functioning level in the community. Teachers need to have confidence on his capabilities and respect for his individuality. In School exceptional children do not have the opportunity to express themselves fully. Their individuality is suppressed and at a times punished by teachers.<sup>3</sup> Exceptional children need free and appropriate education to maximize their capabilities. Such education should not be provided to them out of sympathy or as a privilege granted to them. Education is a basic human right and this must be granted to them just as we provide free and compulsory education to non exceptional children. India is under pressure from international agencies to make education a basic right to the child. But it is surprising that the bill making education a basic right of the child is in the cold storage of the MHRD. Many exceptional children and their parents experience difficulties relating to appropriate education. Appropriate education for exceptional children can only be provided in regular schools, but most teachers are reluctant to admit handicapped children in the regular schools on the false impression that educating handicapped children in regular schools will adversely affect the education of non handicapped children. In most cases, the blind, deaf and MR children in regular schools. The principal of “Zero reject” stipulates that no in a school of his choice, moreover there is no provision of appropriate; education for gifted and create children in our school excepting providing the same type of education that are provided to average students. There are also no special schools for gifted, creative, emotionally disturbed and even the learning disabled children.<sup>4</sup>

**Practical Aspects:** There are various types of exceptional children. Educational programs should vary from one category to other categories of general discussion on their identification has been made.

**Identification and Assessment:** Many exceptional children remain unidentified whether they are in the school or out of school. Consequently they are not able to maximize their potentialities. This calls for early identification of such children. Regular teachers should observe the behavior characteristics of children suspected to be exceptional and refer them to specialists for medical and psychological assessments. In our country, particularly in rural areas, school authorities have been taking difficulties for medical and psychological assessment of exceptional children due to non-availability of specialists. In such cases teachers can conduct functional assessment which indicates what a child can do and what he cannot do. Functional assessment is to substitute for medical and psychological assessment. Subjected to medical and psychological assessment if intervention programme is to be effective.

**Placement Services:** After medical and psychological assessment exceptional children should be placed in a suitable grade in a suitable education institution. The degree of deviation of an exceptional child and the nature and range of his previous experiences usually determine his placement in an educational institution. So far as handicapped children are concerned the following placement programmes are followed in our country: 1. Full time placement in regular class; 2. Part time placement in regular class with part time placement in special class; 3. Full time placement in special class; 4. Full time placement in special schools; 5. Full time placement in residential schools. Since we do not have special class and special school provision for gifted, creative, emotionally disturbed socially disadvantaged children, they are usually educated in regular schools. However, various types of scholarship such as NRTs, NTS, Merit scholarships etc, are available for bright students.

**Emphasis on Individuality:** Exception children constitute a heterogeneous group. There are various categories of exceptional children. Each category of exceptional children has unique characteristics. Again in each category there are various classes of children depending upon their degree of uniqueness. Education of exceptional children should match with their individual characteristics. In fact the individuality of each exceptional child should be the basic of all that we are doing and all that we want to for his education.

**Emphasis on Learning:** It is worth nothing that children are required to learn in the way the teacher. Since emphasis is being shifted at present from teaching to learning, teachers should teach in the way the child learns best. This emphasis on learning rather than teaching is rightly justified while planning any educational programme for exceptional children, whether they are disabled, disturbed, disadvantaged or gifted.

**Special school setting:** In our country a large number of special schools have been established for education for severely handicapped children, particularly the blind, the deaf and the mentally retarded children. In special schools severely handicapped children are educated by specially trained teachers with the help of special aids and equipment and a curriculum adapted to their needs. Excepting a few government institutions, education in special schools is very expensive. Thus many handicapped children are forced to out of schools as their parents are not in a position to meet the expenses of their children's education in special schools.

**Integrity setting:** The recent trend in the education of disabled children is to educate them in common with non disabled children in general schools. The National policy of Education(1986) envisages that "wherever it is possible, education of children with locomotor handicap and other mild handicaps will be common with that of others. Special schools with hostel will be provided, as far as possible at district headquarters, for severely handicapped children. Voluntary efforts for education of the disabled will be encouraged in every possible way".

**Provision of incentives:** Government of India have made certain provision of incentives for the education of disabled children. These include transport allowances, uniform allowances, purchases of books, escorts allowances, attendance scholarships etc. disabled children should be guided to take advantage of such incentives. In addition to these gifted and talented children should be also guided to take advantage of NRTs, NTS and others scholarships.

**Preparatory classes:** Disabled children should have some preparation before they receive formal education in a school. Such preparation can be made either in a special school or in ECEC centre, anganwadi, balwadi or preparatory classes. In a primary school for this purpose the teacher should conduct a screening test first, and then administer individual tests, interview parents and their disabled children to assess what the child knows and can do and what does not know or what he cannot do. A blind child must receive mobility training, orientation training and training in daily living skills and Braille writing. A learning disabled child must be trained to sit and be attentive. Many disabled children need preparation in pre-academic skills. Such preparation is very essential for successful programs in primary gender. But once a child has completed preparation in pre-academic skills, communication skills, daily using skills, mobility receive education in a general school in common with other. In integrated setting disabled and non-disabled children are taught by the regular and instruction in the resource room in area of their deficiencies. "The objective should be to integrated the physically & mentally handicapped with the general community, to prepare them for normal growth and enable them to free life with coverage & confident". (NPE, 1986)

**Recourse Teacher support:** Every school admitting exceptional children should have a resource teacher for every 8 to 10 exceptional children. The recourse teacher may be a full time recourse teacher on an itinerant recourse teacher. He is the person to provide support service to exceptional children in the recourse room. Since he is an expert in the methodology of educating exceptional children. We can also act an a consultant to other regular teacher.

**Aids and equipments:** Exceptional children who do not profit from the conventional instructional material, teaching aids and equipment should be provided with aids and equipment in the resource room keeping in view their special need, Bnaile material, large prints materials and magnifying glass for the visually impaired, hearing aids speech trainer and visual material for the hearing impaired, play and toy materials for the mentally nattered, alternate learning material for the learn abled over etc should be made available in schools for proper education of exceptional children.

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