



# The Role Of Special Education Teachers In Promoting An Inclusive Classroom

Deep Kumar

Research Scholar, School of Educational Training and Research, Aryabhata Knowledge University,  
Patna, Bihar – 800 011

## Abstract

A child with special needs has problems such as personal, social, and academic problems at school and feels alone in their environment and community. Previously, only special schools cared for these problems. But now that philosophy has changed, special, inclusive, and inclusive approaches have arrived. The inclusive approach strongly emphasized the child's inclusion in education without discrimination. The current paper discusses the various provision for these children in India through education in action and policies. Much research is being done to change the attitude of teachers, parents, professionals, and community members regarding inclusion. The results of the studies showed that the attitude of ordinary schoolteachers is perfect for children with special needs. They support an inclusive education for all students with special needs. To be successful, teachers have suggested the need for in-school teacher training that is common in managing students with special needs, the need for advanced school policies, and support from the community, parents with disabilities, and non-disabled students.

**Keywords:** discrimination, students with exceptional needs, Inclusive Classroom

## Introduction

The adoption of inclusive education strategies - in which special education students are immersed in the classroom with their growing peers - has increased rapidly in recent decades. More than 60 percent of students with disabilities spend at least 80 percent of their school day in general education classes, according to the US National Centre for Education Statistics.

Research has shown that inclusive learning benefits all students in the classroom by providing thoughtful, customized instruction and promoting personality and equality. A student with autism may feel calm when surrounded by a variety of peers, while a non-disabled student can learn to form good relationships with a variety of children.

Creating a well-integrated learning environment is a daunting task involving teachers, administrators, and families. Special education and general education teachers often work together to create a curriculum and build a positive student culture. In an integrated classroom, special education teachers have an essential role in ensuring that students with disabilities or special needs receive a quality education.

### **Why Should You Do Inclusive Reading?**

People with Disability Education Act (IDEA) say that students with individual education programs (IEPs) should be educated in the limited limits (LREs) available. Under the IDEA, inclusive education (or mainstreaming) has become a standard practice for US public schools. Students with IEPs can be people with Down syndrome or forms of autism to those with speech impairment or dyslexia - all of which require various support.

Under the IDEA, if the needs of a different student with a disability can be met in a regular classroom, with or without the support of a special education or paraprofessional teacher, they must be educated in that area. When needs are not fully met in a regular classroom, some students spend part of their days in the resource room or pull-out sessions, while others are fully educated in a particular education class.

While there is controversy over whether inclusive education is the best way to work for students with disabilities, there is growing evidence that inclusive learning improves educational outcomes. Inclusive education arrangements lead to strong mathematical and learning skills, high attendance and graduation rates, and several behavioral problems, according to a survey of more than 280 courses from 25 countries by Abt Associates. In addition to promoting academic success for students with disabilities, inclusive learning can help improve community understanding for developing students.

### **Role of Special Education Teachers in Inclusive Classrooms**

For inclusion to reflect positive benefits, learning environments and teaching models must be carefully designed to provide robust learning opportunities for all students. Teachers of special education and general education should have mutual respect and openness towards inclusion philosophy, as well as strong administrative support and information on how to meet the needs of students with disabilities. The involvement of a special education teacher is critical to the success of an integrated learning environment in many areas:

### **Curriculum Designing the Curriculum**

Special education teachers help build inclusive classroom lessons to ensure that the needs of students with disabilities are considered. Teachers can work together to make the curriculum accessible to all learners, or a special education teacher can change a teacher's general education curriculum. The special education teacher

will also create additional learning resources for specific students, including visual, deceptive, textual, and technical resources, and determine when individual lessons may be needed.

Teachers should assess students' strengths, weaknesses, interests, and communication skills in their lessons. Student IEPs must be carefully followed to meet the success goals. Since most general education teachers have limited training in inclusive learning, the special education teacher must help the instructor to understand why specific accommodations are needed and how to apply them.

### **Classroom Instruction**

Many classes are based on a collaborative teaching model, in which both teachers are present throughout the day. Others use a push-in model, in which special education teachers provide lessons at certain times of the day. It takes great cooperation between general and special education teachers to form an inclusive class. Special education teachers often sit on or near students with IEPs to monitor their progress and provide any special instructions or additional study materials. Students need different levels of education and individual assistance, depending on their needs.

Teachers can also take students out of the classroom to do individual lessons or neurological activities or schedule time with counsellors, speech therapists, dyslexia trainers, and other specialized staff. Special education teachers may need to ensure that academics or therapists are in the classroom occasionally to help students. To help maintain a good climate, they can also assist the general education teacher in presenting lessons throughout the classroom, paperwork, law enforcement, and other classroom methods. Ordinary teachers and special education may divide classes into smaller groups or channels to provide more significant opportunities for participation.

### **Learning Assessments**

Another role of special education teachers in classrooms involves conducting general tests to determine whether students achieve educational goals. Subjects should be assessed periodically to determine whether they are sufficiently challenging without pressure on students. Students should feel confident and independent in general education settings and adequately supported. Special education educators also arrange periodic IEP meetings with each student, their family, and specific staff to determine whether changes need to be made to the student's program.

### **Advocating for Students**

Special education teachers serve as advocates for students with disabilities and special needs. This includes ensuring that all school officials and staff understand the importance of inclusion and how they can best use inclusion in all college activities. Encouragement can include requesting activities to focus on inclusion -

especially programs that help general education educators better understand the best practices - or providing information to community members on practical teaching standards.

Communication with parents is also essential for learning in the classroom. Families should receive regular updates on a child's academic, social, and emotional development through phone calls, emails, and other forms of communication. Parents can help students prepare for classroom routines. Expectations for homework and class participation should be established well in advance.

## Conclusion

A child with special needs has problems such as personal, social, and academic problems at school and feels alone in their environment and community. Previously, only special schools cared for these problems. But now that philosophy has changed, unique, inclusive and inclusive approaches have arrived. The inclusive approach strongly emphasized the child's inclusion in education without discrimination. The current paper discusses the various provision for these children in India through education in action and policies. Much research is being done to change the attitude of teachers, parents, professionals, and community members regarding inclusion. The results of the studies showed that the attitude of ordinary school teachers is perfect for children with special needs. They support an inclusive education for all students with special needs. To be successful, teachers have suggested the need for in-school teacher training that is common in managing students with special needs, the need for advanced school policies, and support from the community, parents with disabilities, and non-disabled students.

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