

BENEFITS OF INCLUSIVE EDUCATION TO THE EDUCATION OF SPECIAL NEEDS CHILDREN

Auwal Muhammad Tuggar

Abstract

This paper examines the concept of inclusive education, and highlights some of the benefit of an inclusive model towards successful achievement of educating special needs children.

Introduction:

The issue of inclusive education is been practiced in the developed countries of the world like the United State of America, United Kingdom, France, Germany and Canada, they take this issue so significant in order to do away with the segregation and separation of children to bring them together into a regular school system of education to learned with their counterpart in the same environment. The issue of inclusion has been neglected by the third world countries. In Nigeria for instance where we still have a number of schools operating exclusive form of educating special need children which should be discouraged.

It is the fact that inclusive education serve as place were special need children feels at home, like any other normal individual being, as such he is to be trained and provided with all the necessary materials and facilities in order to enhance educational attainment for him/her to be successful member of respective society. According Bennett, Deluca & Brums (1997),the essence of integrating non disabled children is for them to learn much about personal courage and perseverance from children with disabilities and vice versa. Integration or inclusive gives room for an interaction between the disabled children and the non disabled one to carry out their activities in common in order to cultivate the spirit of belongings to one another, united together in same classroom, play ground, mosque and churches and all other forms of gathering.

The concept of inclusive education is an approach to educate students with special educational needs under the inclusion model; students with special needs spend most or all of their time with non disabled students. Ainscow (1999) state that inclusive education provides an opportunity for some learners who remain marginalized by the general education. Stainback and Stainback (1992), in their definition assert that inclusive schools is a place where everyone belongs, is accepted, supports and supported by his or her peers and other members of the school community, in the course of having his or her educational needs met. Michigan (1991) sees inclusive as the provision of educational services for students with disabilities in schools where non handicapped peers attend, in age appropriate, general education classes directly supervised by educational teachers with special education support and assistance as determined appropriate through the individual educational planning committee (IEPC). According to

UNESCO, inclusion is increasingly understood more broadly as a reform that supports and welcomes diversity amongst all learners to eliminate discrimination and provides accommodations for all students who are at a disadvantage because of some reasons other than disability. Inclusive educations bring all students together in one classroom and community regardless of their strengths or weaknesses in any area, and seek to maximize the potential of all students. There is now greater recognition that the special needs agenda should be viewed as a significant part of the drive for inclusive education (Ainscow, M 1995). The idea is that the concept of integration is being replaced by a move towards inclusive schooling/education. Integration demands that “additional arrangement will be made to accommodate pupils with disabilities as a system of schooling that remains largely unchanged (Ainscow, M 1995). Inclusive education on the other hand is a larger prior concept (Flavell L 1996) an aim to restructure schools in order to responds to the learning needs of all children, (Male D, 1997). An inclusive school ask teachers to provide individualized support without the stigmatization that’s comes with separation and to provide opportunities where all can learn together in an unrestrictive environment where the quality of the education is not compromised.

Benefits of inclusive education are many but to my understanding this are some of the benefits that will help towards improving the life of these children in order to realize their dreams:

Inclusion promote friendship among both students: Children with disabilities who are part of inclusive setting have greater opportunities to learn and practice friendship so also children without disabilities have the feeling in their mind that being with those who have disabilities improved their self concept, increase their social awareness and acceptance of others, reduced their fear of human differences, and help them develop personal principles and friendships. These were also confirming by Bennet, Deluca, and (Bruns 1997), the essence of integrating such students is that, the non disabled children can learn much about personal courage and perseverance from children with disabilities and vice versa, the integration fosters positive interaction between the two groups. Peer role models for academic, social and behavior skill helps the disabled students to learn academic processes and classroom teacher’s opportunities to use peers to assist with instruction clarifying directions and give social reminders with little or no disruption to the lesson cycle. It is an excellent way for peers to provide appropriate behavioral models of students who need to improve their social skills. Peers are able to act as conduits of information as well as of desired behaviors which in turn create the basis for preferred normative social behavior attitude and beliefs Bandura (1997). Through their behavior peers can be successful as role models for providing positive social cues that are presented in a relevant way, exposing young people to positive models and providing the knowledge and skills needed to avoid risk and problem behavior, programs contribute to reduce risk or problem behavior as well as empowering participants to maintain their health and well being.

So also its increases achievement of individualize educational programme goals, Research has shown positive effects for children with disabilities in areas such as reaching individualized educational programme (IEP) goal, improves both students communication and social skills, increasing positive peer interaction and many educational outcomes and post school adjustments. Further more inclusive education Increases appreciation and acceptance of individual differences, in this sense the students with and without disability appreciate and accept their differences and do have the feelings of one another. They have care, love and feelings of accommodation to each other. UNESCO sees this as a reform that supports and welcomes diversity amongst all learners to eliminate discrimination that no one type of student is better than the other, and to remove any barriers to a friendship that may occur if students is viewed “helpless” such practices reduce the chance for elitism amongst students in later grades and encourage cooperation among groups.

Its increases students’ staff collaboration, Inclusion settings allow children with disabilities to play and interact with their non disabled children every day, even when they are receiving therapeutic services. When a child displays fine motor difficulty, his ability to full participate in common classroom activities, such as cutting, coloring and zipping a jacket may be hindered. While occupational therapist are often called to assess and implement strategit outside school, Collaboration with occupational therapist would help classroom teachers use intervention strategit and increase teacher’s awareness about students needs within school settings and enhance teacher’s independence in implementation of occupational therapy strategies.

Another importance of inclusion models its increases parent participation, parent feels happy that their children were provided with an avenue through which they could receive equal educational opportunity together with their counter parts in the same learning environment. These can equally help in ensuring the success of inclusive education programme at large. Active family involvement has long been considered to be an important factor related to better outcomes in the education of young children with and without disabilities in inclusive programs. (Berger, (1995), Levy, Kim & Olive,9 2006) Perez, Drake, & Barton,(2005). Research has shown that high level of parental involvement correlated with improved academic performance, high test scores, more positive attitudes towards school. Hoover_Dempasey & Sendler, (1997), Perez Carreon, et al. parental involvement is important for the education of children of all ages.

Conclusion

Inclusion of children with special needs in the same learning environment is a pertinent way through which both the students understand their diversity and differences. As such they tend to accept and accommodate each other in their daily routines both in the school and outside school premises. Despite all the critics on the side of integrating the disable and the non disable children, I appeal to my dear country Nigeria to do its possible best to challenge the barriers that are detrimental towards successful

implementation of inclusive educational system in all levels for better realization of the system at all cost.

References

- Ainscow, M.(1999) Understanding the development of inclusive schools. London: Falmer Press
- Ainscow (1995) Education for all: making it Happen. Birmingham, UK 10-13 April 1995.
- Brennet, T Deluca, D, & Bruns, D. (1997) putting inclusion into practice: perspectives of Teachers and parents. External children
- Berger, E. H. (1995). Parents as partners in education: Families and schools working together. Englewood Cliffs, NJ: Prentice Hall.
- Calabrese Barton, A., Drake, C., Perez, J. (2004), Ecologies of parental engagement in urban elementary schools. Educational Researcher, 33(4), 3-12.
- Hoover-Dempsey,sandler,(1997). Why do parents become involved in their Children’s education “Review of educational research?
- Flavell L. (2001) “preparing to inclusive special children in mainstream school: Practical Guide London, David Fulton.
- Michigan, (1991) inclusive education is it for child? Michigan: The Michigan Dept. of Education
- Male D. (1997) including pupils with profound and multiple severe learning difficulties: British Institutes of Learning difficulties.
- Stainbackand Tainback w.(1992), curriculum considerations in inclusive classrooms facilitating learning for all students. Baltimore: Paul H. Brooks Publishing Company
- UNESCO (1993). Special Needs in Classroom Teacher Resource pack. Paris UNESCO.