GNITED MINDS
Journals

TEACHING, LEARNING STRATEGIES FOR INCLUSIVE EDUCATION

Teaching, Learning Strategies for Inclusive Education

Mukta Sinha[1]* Navin Mandal[2]

[1]Assistant Professor, M.Ed. Department, Vinoba Bhave University, Hazaribagh

[2]Assistant Professor, RMSTT College, Mahuda, Dhanbad

Abstract – What is inclusion - An environment where everyone has an opportunity to fully participate, everyone has the same opportunity, there should be no boundaries such as ethnicity, gender and disability all should feel valued mix and participate with all members of the group.

Inclusive teaching strategies refer to any number of teaching approaches that address the need of students with a variety of backgrounds, learning styles and abilities. These strategies contribute to an overall inclusive learning environment. Inclusion is viewed by some as a practice philosophically attractive yet impractical. Five strategies that have been successful for working with students in inclusive classroom are –

1.   Get to know your students.

2.   Implement universal design for learning (UDL)

3.   Support important life skill.

4.   Engage in collaborative planning and teaching.

5.   Develop a strong behavior management plan

When designing teaching and learning strategies we need to consider the diversity of the student population the general guideline for inclusive teaching are -

1.   Flexibility

2.   Clarity

3.   Alignment

Effective teaching practices for students in inclusive classrooms are –

1.   Interactive teaching

2.   Alternative teaching

3.   Parallel teaching

4.   Station teaching

Teaching and learning should be a two way process which should under pin appropriate behaviour and respect for everyone in the group; The government aim to achieve, over the next decade a world class education system, that provides learning opportunities of equal quality for all students.

Co- operative learning pioneered by Roger and David Joheon US in 1970's is a set of teaching strategies used in inclusive system where students with different skill and achievement level learn together and take

responsibility for both individual and group achievement . The cooperative learning fosters team work and teaches working together. Team work is an important life skill.

Thus keeping in mind the socio- economic condition Inclusive education looks like a dream but the road of perfect learning goes through this lanes, sub-lanes and neighbors.

Keywords - Inclusive Education, Teaching Strategies, UDL, Co-Operative Learning, Alternative Teaching.

- X -

What is inclusion - An environment where everyone has an opportunity to fully participate, everyone has the same opportunity there should be no boundaries such as ethnicity gender and disability all should feel valued and participate with all members of the group. Inclusive teaching strategies refer to any number of teaching approaches that address the need of students with a variety of backgrounds, learning styles and abilities. There strategies contribute to and overall Inclusive learning environment in which students feel equally valued. So teaching and learning strategies for inclusive education is a commitment of equal access to all It utilizes a variety of teaching strategies, activities and assignment that will accommodate the needs of students with diverse learning styles abilities backgrounds and experiences. It also provides flexibility in how students demonstrate their knowledge and how you access student's knowledge and development. The teaching learning strategies in inclusive system are clear about how students well be evaluated and graded, it provides justification to the abilities and capabilities of the students. In this system time is taken to access the classroom climate by obtaining mid semester feedback from student (by asking students about the degree of comfort in the class and mentoring of those students who are not comfortable with classroom environment.

There are so many reasons of using inclusive teaching strategies. The major benefits of inclusive teaching.

1. One can connect with and engage with a variety of students by methods one to one and one to many.

2. One is prepared for spark moments on issues that arises when controversial material is discussed.

3. Student connects with course materials that are relevant to them.

4. Students feel comfortable in the classroom environment to voice their ideas/ thoughts/ questions.

5. Students are more likely to experience success in your course through activities that support their learning styles, abilities and backgrounds.

6. Environment should be created so that student feel free to connect to the environment.

Every teacher wants to provide the best instruction and education for his/her students. Students with special and exceptional needs are placed in inclusive learning environment more frequently than in the past. For general educators with a limited special education background, this can often be anxiety provoking and stressful.

Inclusive education differs from previously held notions of integration and mainstreaming which tended to be concerned principally with disability and special educational need and implied learning changing or becoming ready for or deserving of accommodation by the mainstream. By contrast inclusion is about the child's right to participate and the school's duty to accept the child's right inclusion rejects the use of special schools or classroom to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil and education rights. Inclusion gives students with disabilities skills they can use in and out of the classive.

Fully inclusive schools which are rare, no longer distinguish between general education and special education programs instead the school is restructured so that all students learn together.

Inclusion is viewed by some as a practice philosophically attractive yet impractical. Although inclusion is generally associated with elementary and secondary education it is also applicable in post-secondary education. According to UNESCO inclusion is increasingly understood more broadly as a reform that supports and welcomes diversity amongst all learners. Under this broader definition of inclusion steps should also be taken to eliminate discrimination based on gender, class, economy, and ethics by faith and provide accommodation for all students who are at disadvantage because of some reason other than disability.

Students with special and exceptional needs are placed in inclusive learning environment more frequently than in the past. Five strategies that have been successful for working with students in inclusive classroom are –

Mukta Sinha[1]* Navin Mandal[2]

1. Get to know your students

Upon receiving all type a student in the class and noticing a student with a specific plan is entering the class it's important to connect with that student. One of the most common accommodations for students with special needs is preferential seating.

2. Implement Universal design for learning (UDL)

Universal design is so much more than one of the hottest buzzword circulating around education. It is an approach to curriculum paining and mapping that makes learning engaging, enjoyable and accessible to a wider range of learners with different strengths and needs.

3. Support important life skills

There are necessary skills needed in order to be productive and contributing to the society.

4. Engage in collaborative planning and teaching.

Working together to improve student learning.

5. Develop a strong behaviour management plan.

Having a successful inclusive classroom depends upon having control of your classroom. It is essential to have clearly communicated expectations and goals that are accessible to all students.

Some specific behavior management strategies that support effective instruction are –

a. Posting daily schedules.

b. Displaying classroom rules and expectation.

c. Encouraging peer to peer instruction and leadership.

d. Using singles to quiet down start working and putting away materials.

e. Giving students folders labels and containers to organize supplies.

f. Checking in with students while they work

g. Utilizing proactive rather than reactive interventions as needed.

h. Speaking to student privately about any concerns.

I. Employing specific targeted positive reinforcement when a student meets a behavioral or academic goal.

Effective teaching practices for students in Inclusive classrooms.

Use of a variety of co-teaching methods and creating a structured classroom and helping students.

1. Interactive teaching- Teachers alternate roles of presenting, reviewing and monitoring instruction.

2. Alternative Teaching – One person teaches, re-teaches, on enriches a concept for a small group, while the other monitors or teaches, the remaining students.

3. Parallel teaching – students are divided into mixed-ability groups, and each co-teaching partner teaches the same material to one of the groups.

4. Station teaching – small groups of students rotate to various stations for instruction, review, and/or practice.

To ensure success for students with disabilities in general education classrooms, teachers must plan collaboratively, create structure classrooms with clear rules and expectations and teach context in meaningful and memorable ways.

Inclusive teaching practices benefit all

Inclusive Education and its benefits- Inclusion is also about finding different ways of teaching so that classrooms actively involve or children. It also means finding way to develop friendships, relationships and mutual respect between all children and between children and teachers in the school.

Benefits of inclusion for students with disabilities

➢ Friendships.

➢ Increased social initiation, relationships and network.

➢ For role models of academic social and behavior skills.

➢ Increased achievement of IEP goals.

➢ Enhanced skill acquisition and generalization

The teaching- learning process in an inherently social act and as instructors we need to be minded of the quality of the social and emotional dynamics in our course, because they impact learning and performance.

Mukta Sinha[1]* Navin Mandal[2]

Study is the process of applying the mind in order to acquire knowledge, critical thinking, creative thinking and problem solving strategies, maximizing academic experience. Teaching strategies creates an effective learning climate.

Inclusive assessment strategies

Students need the opportunity to articulate and test their understanding of key areas and to receive informed and constructive feedback.

Examples of inclusive assessment strategies:

➢ Provide students with the option of using a variety of assessment method such as exams, essays, presentations, demonstrations, reports, visual journals, multi-media presentation and group discussion (as interactive sessions).

➢ Consider the different ways of examinations to be conducted.

➢ Provide opportunities for continuous assessment as modules are delivered/ completed and consider the weighting given to ongoing assessment tasks.

Inclusive teaching Methods

Students enter higher education from diverse backgrounds bringing with them diverse learning preference and life experiences. Inclusive teaching is designed for all students, both traditional and non-traditional.

When designing teaching and learning strategies we need to consider the diversity of the student populations. Diversity can take many forms. There is diversity of take many forms. There is diversity of –

1. The student population (culture, age, gender, disability etc.)

2. Learning preferences

General guidelines for inclusive teaching

1. Flexibility.

➢ Use a range of teaching methods.

➢ Use a range of teaching materials.

2. Clarity.

➢ Timely notice of assessment methods and deadlines.

➢ Lecture handouts distributed in advance of lectures.

➢ Ensure all information in accurate and up to date.

3. Alignment

➢ Ensure there is alignment between learning outcomes and teaching methods.

➢ If learning outcomes are skill based, ensure teaching is primarily practical rather than theoretical.

Understanding and using inclusive teaching and learning approaches in education and training

It is imperative that student feels relaxed within the learning environment. The room should be well laid out, have a comfortable temperature, with good lightening.

Opening the training with an ice breaking session (come dine with me words well-planning the menu and famous guests)

Using a variety of teaching methods and mediums helps to encompass all students. Power points and hands on demonstration ensure that all students feel evolved and contribute to the learning experiences.

I see and I forget I hear and I remember I do and I understand – Confucius.
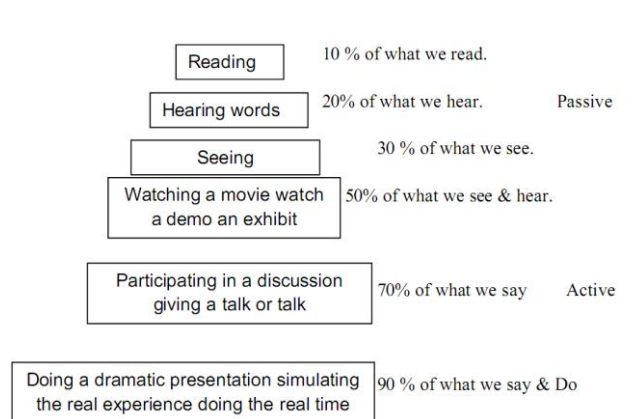

Reading	10 % of what we read.	
Hearing words	20% of what we hear.	Passive
Seeing	30 % of what we see.	
Watching a movie watch a demo an exhibit	50% of what we see & hear.	
Participating in a discussion giving a talk or talk	70% of what we say	Active
Doing a dramatic presentation simulating the real experience doing the real time	90 % of what we say & Do	

Fig: The Cone of learning

Teaching and learning should be a two way process, which should underpin appropriate behavior and respect for everyone in the group. Having the rules visible to everyone acts as a reminder as to what has been agreed by the group. It should be noted that following negotiation with the group, the rules can be amended and added to.

Mukta Sinha[1]* Navin Mandal[2]

If a student breaks the rules, the teacher could speak to the students to justify the reason for breaking the rules, or the student could be asked to apologize the group. This should give grounds for the student to reflect on their behaviour. The government aims is to achieve, over the next decade, a world class education system that provides learning opportunities of equal quality for all students.

Co-operative learning

Pioneered by Roger and David Johnson US in 1970's It is a set of teaching strategies in which students with different skill and achievement level learn together and responsibility for both individual and group achievement. The cooperative learn fosters team work and teaches 'working together. Team work is an important life skill.

Keeping in mind the socio-economic condition I.E looks like a dream but the road of perfect learning goes through there lanes, sub lanes and neighbors.

GIHE Good Practice Resource Booklet – Designing Culturally Inclusive Learning and Teaching Environments - Classroom Strategies.

Creating a Culturally Inclusive Classroom Environment

A culturally inclusive classroom is one where students and staff alike recognize, appreciate and capitalize on diversity so as to enrich the overall learning experience. Fostering a culturally inclusive learning environment encourages all individuals – regardless of age, gender, ethnicity, religious affiliation, socioeconomic status, sexual orientation or political beliefs – to develop personal contacts and effective intercultural skills. The following pages describe some useful strategies for establishing a classroom environment characterized by cultural inclusivity, mutual respect, and genuine appreciation of diversity.
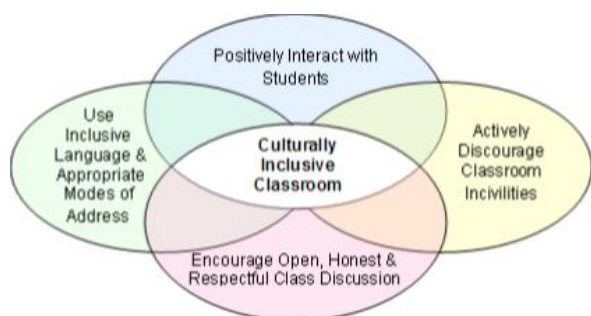

Figure: Strategies, Tips and Good Practice Examples

Engage in Positive Interactions with Students

Establish an introduction system or "meet-and-greet" process that enables students and staff to gain information about the cultural backgrounds of others,

and the diversity of experience in the classroom (e.g., ice-breaker activities in the first week of semester). For example, consider a "name activity' that encourages students to talk about the origins of their name, how they came to be given it, or what it means. This can help to encourage interaction between students, as well as opening up discussion about diversity.

It is important to celebrate similarities, as well as discovering differences between students. Refer to the GIHE document "Managing Intercultural Conflict Productively" for suggestions about activities that promote discovery of common interests and shared experiences between students to help build cohesiveness in the group.

Promote computer and information technologies as an easily accessible method of student-lecturer interaction, particularly electronic bulletin boards, course mailing lists, and other online mediums.

At the start of each semester, provide students with some information about your teaching style and instructional methods, perhaps on lecture slides or on your own website. Include details of your cultural background and any cross-cultural teaching, learning or research experiences you have had.

Communicate to your students that you are committed to understanding cultural differences and understanding your own assumptions, values and beliefs associated with diversity. This sends a message to students that culture is valued and respected in the classroom.

Provide opportunities for your students to interact with you informally. Before and after lecturers or tutorials is an ideal time.

GIHE Good Practice Resource Booklet – Designing Culturally Inclusive Learning and Teaching Environments - Classroom Strategies

Make an effort to learn something unique about each student. While this is challenging in large tutorials, exercises such as the "name activity" mentioned earlier can help in this regard.

Display positive nonverbal behaviour (e.g., inviting facial expressions, eye contact, posture, hand gestures, physical distance) to ensure you appear approachable to students.

Use Appropriate Modes of Address

During one-on-one interactions, ask what name or form of address students prefer.

During class discussions, refer to students by name as much as possible.

Mukta Sinha[1]* Navin Mandal[2]

Correct pronunciation of names is very important, as it demonstrates cultural awareness and respect. Remember – if you are in doubt, check with students.

Use inclusive language that avoids ethnocentric tones (e.g., "family name" rather than "last name", and "given" name rather than "Christian name")

Eliminate Classroom Incivilities

- Establish explicit ground-rules for appropriate classroom conduct to protect against cultural exclusion and insensitivity.

    o Communicate, verbally and non-verbally, high expectations for displaying mutual respect toward all students.

    o Encourage students to negotiate an accepted "code of conduct" and set of disciplinary measures for inappropriate classroom behaviour (refer also to the GIHE document "Managing Intercultural Conflict Productively").

- Respond promptly to any behaviour (verbal or non-verbal) that could be considered prejudiced, biased or discriminatory in nature. Do not tolerate racist, sexists or culturally insensitive comments made by students. Explain Australia's laws in relation to discrimination and the University's Student Charter.

- Avoid ignoring or neglecting the needs of individual students. For example, ensure you do not have a tendency to favor one group over another when answering questions.

- Avoid stereotypes and preconceived assumptions in your teaching practices and course content.

- When presenting information on cultural and linguistic diverse individuals or minority groups, clearly cite published literature and research findings, rather than expressing your personal opinion. Similarly, encourage students to draw on diverse data sources/evidence to develop their arguments and critique opinions.

Encourage Open and Inclusive Classroom Discussion

Prompt students to ask questions by using open-ended statements, such as "Would anyone like to share a different opinion or perspective?"

Avoid singling out individual students or putting anyone "on the spot", particularly when discussing culturally or personally sensitive issues. For example, a student will feel pressured if it is assumed they can speak on behalf of all people from their country or culture of origin.

Promote turn-taking when discussing controversial issues. For example, ensure students take turns expressing their own opinions while also listening to (and genuinely considering) the views of others.

To create a culturally inclusive classroom environment, it is helpful if teaching staff reflect on their own attitudes, assumptions and instructional practices. To what extent do these attitudes, assumptions and practices promote an inclusive learning environment? The following questions can be used as a framework for monitoring your own assumptions, biases, and understandings of cultural diversity in a reflective and potentially productive way.

REFERENCES

Banks, J. A. (1994). *Multiethnic Education: Theory and Practice.* Needham Heights, MA: Allyn & Bacon.

Banks, J-A (1994). Multiethnic Education: Theory and Practice. Needham Heights, MA: Allyn & Bacon.

Bromley, K. D. (1998). *Language art: Exploring connections.* Needham Heights, MA: Allyn & Bacon

Cuthbert O.F (2005). Challenges of secondary composition VSA: Pro Quest LLC.

Fleming, N.D (2001). Teaching and learning styles: Vark strategies (2nd ed). N (Fleming, Ed) Christ church.

Garcia, E. (1994). *Understanding and meeting the challenge of student cultural diversity.* Boston: Houghton Mifflin.

Gollnick, D. M., & Chinn, P. C. (2001). *Multicultural Education in a Pluralistic Society*. New York: Prentice Hall.

K, Cherry (2004). http://psychology.about.com/bio/kendra-Cherry-17268.htm

Maslow, A. (1954). Motivation and personality New York, NY: Harper,

Westwood, M. J., Mak, A. S., Barker, M., & Ishiyama, I. (2000). Group procedures and applications

Mukta Sinha[1]* Navin Mandal[2]

for developing sociocultural competencies among immigrants. *International Journal for the Advancement of Counselling, 22*(4), pp. 317-330.

Wlodkowski, R. J., & Ginsberg, M. B. (1995). A framework for culturally responsive teaching, *Educational Leadership, 53*(1), pp. 17-21.

Woods, P. R., Barker, M. C., & Daly, A. (2004). *Teaching intercultural skills in the multicultural classroom.* Paper presented at the 4th Annual International Conference on Business, Honolulu, June pp. 21-24.

Woods, P.R, Barker, M.C, & Daly A, (2004). Teaching intercultural skill in the multicultural classroom. Paper presented at the 4th Annual International conference on Business. Honolulu June pp. 21-24.

Corresponding Author

Mukta Sinha*

Assistant Professor, M.Ed. Department, Vinoba Bbhave University, Hazaribagh

E-Mail – navinmandaldhn@gmail.com