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# INNOVATING PEDAGOGY 2019 :

LANGUAGE, LITERATURE AND VOCATIONAL EDUCATION

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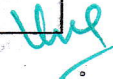
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# A GLINT FOR THE DISABLED THROUGH VOCATIONAL TRAINING

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## Abstract

Disability is not a matter; it is one of the things where it needs some endeavour to show up their abilities. Being disabled is not a reason for anyone to be excluded from getting an education. Though they may be isolated from others, they have so much of hidden talents among themselves. We need to bring out those talents for their livelihood by giving proper vocational education training through proper modes and experts. This will help them to achieve their goals through their walks of life. This vocational education must be given by the educators who are skilled in such trainings. Various training programmes should be given for the disabled. Nowadays there are more placement opportunities are available, so the individual has to identify the job which is preferable for him through these vocational training programmes.

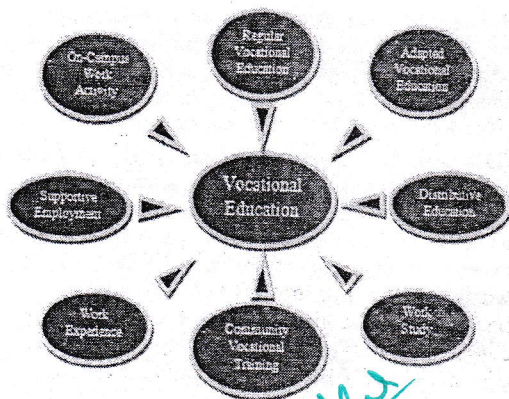
**Keywords:** disabled, vocational education, training, placement.

## Introduction

A disability is a distinct condition or function judged to be significantly impaired relative to the usual standard of an individual or group. The term is used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment mental illness, and various types of chronic disease. Vocational education is useful for the learners with psychological or emotional problems, impairments of sight, hearing and speech, people with learning disability. For those with moderate to severe disabilities vocational learning can help them to live independently and earn for their livelihood.

## Vocational Training Options

A number of school-based options for vocational training may be available in a school system. Many students with special needs must receive some form of vocational experience and skill development prior to exiting from formal schooling. Unfortunately, many students with special needs leave school without any vocational skills, often because they are in academically oriented programs that do not allow time for vocational training. All the vocational training given below is not suitable for the disabled children (Polloway & et.al., 2008).



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## Effective Inclusion Practices

A related focus is on vocational training, whether delivered through general or special vocational classes, which have traditionally been associated with secondary programming for students with mild retardation (Kolsoe & Frey, 1965). However, a vocational emphasis also should be considered for students identified as learning disabled or behaviorally disordered.

To make inclusion work at the secondary level, it is necessary to establish partnerships between the content-area teachers and the learning disabilities teachers. Partnerships consist of two or more professionals working together in planning and delivering instruction in regular classes that include adolescents with learning disabilities (Lerner, 2000).

## Collaborative Teaming

It is an ongoing process in which educators with different areas of expertise work together voluntarily to develop creative solutions to problems that are impeding a student's progress. By working as a team, the teachers find a variety of strategies to improve services to students whose needs are not being met satisfactorily in non-inclusive settings in which the teacher acts alone. Team members develop supportive and mutually beneficial relationships and share their resources (Knackendoffel, 1996).

## Co-teaching

It is an approach in which the content-area teacher and the special education teacher instruct students jointly in an educationally integrated setting. Both teachers instruct and provide supportive services. This model capitalizes on the specific and unique skills each professional brings to the classroom (Friend & Cook, 1996).

## Collaborative Consultation

It is used when the content-area class has only a few students with learning disabilities. The special education teacher engages in cooperative planning with the content-area teacher but does not directly teach in the classroom. The general education content-area teacher maintains primary responsibility for the instruction (Idol, Paolucci-Whitcomb, & Nevin, 1986).



### Success formula for a Disabled person

Transition specialists have identified a number of ways that adults with disabilities can enhance their chances of successfully obtaining and holding jobs (Adelman & Vogel, 1993; Gerber, 1992; Gerber, Ginsberg & Reiff, 1992; Siegel & Gaylord-Ross, 1991). One way of looking at these strategies is that the more one is able to use them, the less one will need to rely on the employer accommodations. Some of the most frequently cited methods are the following:

- Choose a job that is a good match
- Use personal contacts to find a job
- Become a self-advocate
- Develop compensatory strategies
- Take advantage of technology
- Gain control over one's life.

#### *Choose a job that is a good match*

Adults with learning disability must be realistic about what jobs suit them. The ability to choose an appropriate job or profession requires a thorough understanding on one's disability and its impact on cognitive and social functioning. Special education teachers, transition specialists, and career counselors can work together to offer assistance in identifying jobs that bring out a person's strengths and minimize weaknesses.

#### *Use personal contacts to find a job*

Several researchers have found that adults with learning disabilities often obtain employment by relying on personal contacts (Adelman & Vogel, 1993). Thus, networks developed through family or friends can be helpful to adults with learning disabilities, and they should be encouraged to cultivate such contacts.

#### *Become a Self-Advocate*

Adults with learning disabilities who are able to speak for themselves are at a distinct advantage in obtaining and holding jobs. Given the fact that many employers do not have a good understanding of learning disabilities, sometimes confusing them with mental retardation or other disabilities, they often must rely on these workers themselves to explain their disabilities (Gerber, 1992). Hence the most skilled communicator should be extremely cautious when approaching the issue of self-disclosure.

#### *Develop Compensatory strategies*

Adults with learning disabilities who are successful in work often employ strategies to compensate for their disabilities. Two of the most common usage in taking extra time to complete work and rechecking work several times for possible errors (Adelman & Vogel, 1993). Compensatory strategies may also involve relying on others for certain aspects of work as well as putting out extraordinary effort oneself.

#### *Take advantage of Technology*

There is a variety of technological products that can assist employees who have learning disabilities. Much of the assistive technology has been in the form of computer software, including that for problems in written language, reading and organization and memory.

#### *Gain Control over One's life*

A major attribute for personal success among highly successful adults with learning disabilities is a strong sense of control over career-related events and a conscious decision to take charge of one's life' (Hitchings et al., 2001). Reframing is one of the techniques to achieve success that means the recognition that the disability itself is not the biggest problem; one must accept the weakness caused by the disability while

finding ways to shore them up and exploit one's strengths.

Some of the vocational training courses and programs offered are:

**Paper Work** The projects under this area could include: Card Making, assorted Stationary products like pen stands, paper holders, Table Mats, Books and associated products, Household accessories like trays, lanterns. The skill training will be in areas of tracing, drawing, cutting, folding, sticking, and decorating among others.

**Stitching** The projects in this area could include: Embroidery on table mats, aprons, towels, embroidery on baby dresses and wrappers and making of the same, beading on dupattas, sarees and other associated accessories, pillows for children, baby blankets.

**Candle Making** Here the students will learn the fine nuances, safety and care while working with hot wax and fire. They are taught to make various candles. Some kind of candles being taught will be taper candles, mould candles, floating candles among others.

**Painting/Art** Here the students are allowed to experience the world of colour with no compulsion of creating anything that will be judged as right or wrong. They are guided to feel what they are painting, at the same time all that they do is displayed so that they can observe and appreciate their work as well as that of others.

**Craft** The students are taught specific crafts that are festival or season based. This is associated with the Youth Guidance program where they learn about different things. The association with crafts and the festivals gives the students the opportunity to experience new things and expand their knowledge base.

**Ceramic Work** This is a highly skilled area so only one or two students are chosen to be trained in this task. It consists of tracing and painting on ceramic tiles, plates or cups among other things and then displaying them. Once a mastery level has been achieved the same can be marketed and profits shared amongst the trainees.

**Felting** This is an activity that works with creating things with wool. It is a wonderful task that commands concentration at the same time giving a smooth and endearing feeling on the hands. The projects that can be undertaken are cushion covers, dolls, pouches, purses, hair accessories among others.

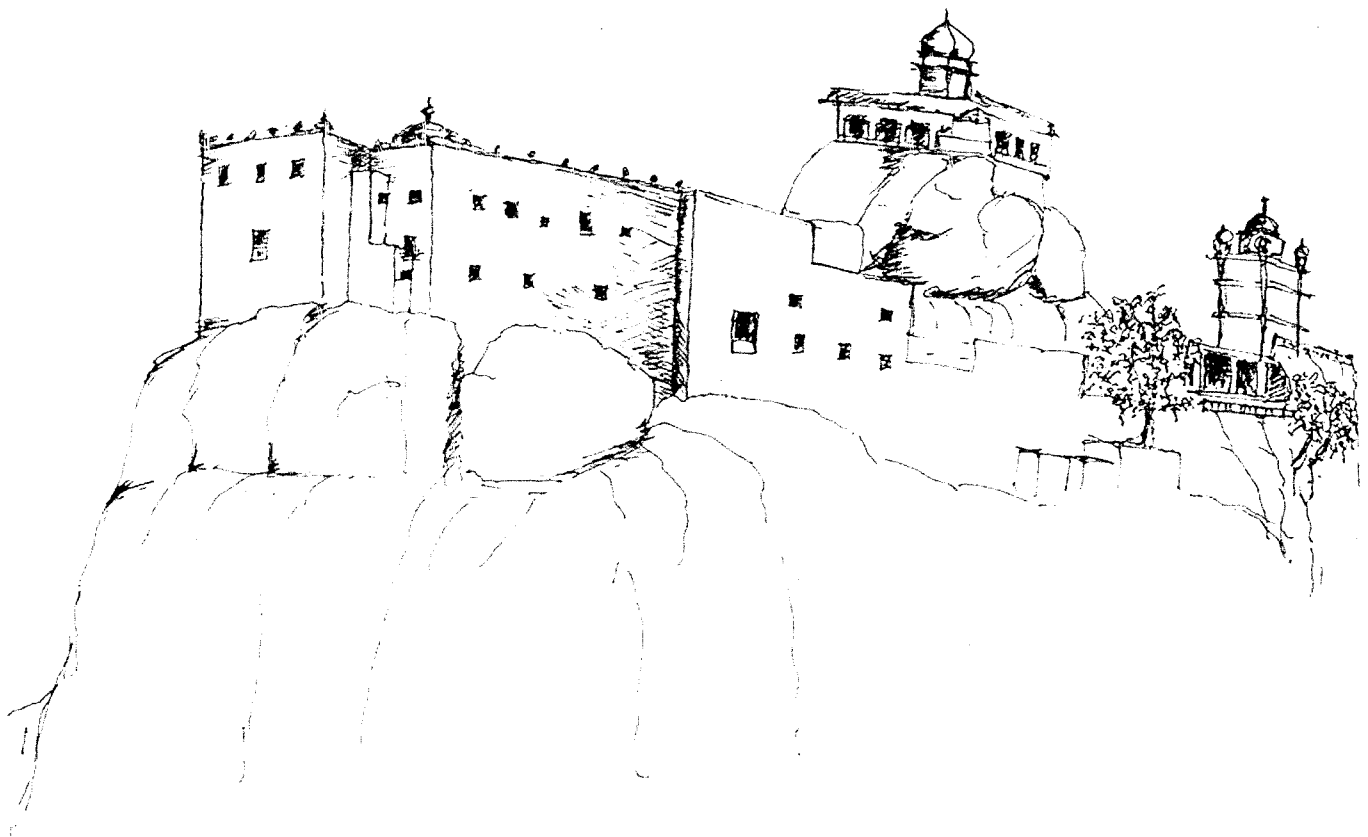
**Cooking** This is a bi-monthly class that is conducted with a group of students and a teacher. The group will be in charge of planning the meal, listing the ingredients, noting the recipe to distribute to peers and preparing the meal. They will also have the responsibility of setting the table and presenting the food in a proper way.

**Baking** The students again are divided into groups will be responsible for the weekly baking class. This will entail baking things like cakes, cookies, biscuits, pies among other things. The students are taught the right procedures and methods and quality control.

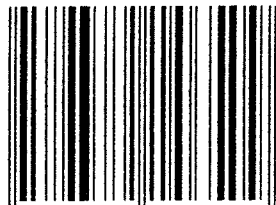
**Gardening** The students do organic backyard gardening in the post monsoon session. This allows all to have an exposure to nature and learn to appreciate where the food comes from. This is also a calming activity as there is no expectation of perfection but just the ability to be one with nature.

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