



EDUCATION 5.0

PERSPECTIVES

AND

PREVIEWS

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EFFECTIVE INSTRUCTION FOR STUDENTS WITH DISABILITIES

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Abstract

Education is a powerful instrument of social change and often initiates upward movement in the social structure; Thereby, helping to bridge the gap between the different sections of society. Special education is instruction that is specially designed to meet the unique needs of children that result from having a disability so they may learn the information and skills that other children are learning. The range of special education support will vary based on need and educational jurisdictions. A disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them. Teachers, parents and schools can create plans together that tailor intervention and accommodations to aid the individuals in successfully becoming independent learners. This paper explains about meaning, different types, dimensions, effective instruction for students with disabilities, teaching students with mild-to-moderate disabilities, teaching students with severe/multiple disabilities and role of teacher in helping children with learning disability.

Introduction:

Disability is an impairment that may be cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these. It substantially affects a person's life activities and may be present from birth or occur during a person's lifetime. A disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Disability is thus not just a health problem. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives.

Different types of Disabilities:

There are many different types of disabilities which loosely fall into four separate categories - intellectual, physical, sensory, and mental illness.

Intellectual Disabilities:

An intellectual disability may mean difficulty communicating, learning, and retaining information. They include Down syndrome, Fragile X syndrome, Prader-Willi syndrome, and developmental delays.

Physical Disabilities:

Physical disability may affect, either temporarily or permanently, a person's physical capacity and/or mobility. They include MS, cerebral palsy, spina bifida, brain or spinal cord injury, epilepsy, and muscular dystrophy.

Sensory Disabilities:

Sensory disabilities affect one or more senses; sight, hearing, smell, touch, taste or spatial awareness. They include autism, blindness, and hearing loss.

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Mental Illnesses:

A mental illness affects a person's thinking, emotional state and behaviours. They include bipolar, depression, schizophrenia, and eating disorders.

Dimensions of Disability (WHO):

1. **Impairment** in a person's body structure or function, or mental functioning; examples of impairments include loss of a limb, loss of vision or memory loss.
2. **Activity limitation**, such as difficulty seeing, hearing, walking, or problem solving.
3. **Participation restrictions** in normal daily activities, such as working, engaging in social and recreational activities, and obtaining health care and preventive services.

Effective Instruction for Students with Disabilities:

- **Goal Directed:** Each child must have an individualised Education Program (IEP) that distinguishes his/her particular needs. The child must get the services that are designed for him/her. These services will allow him/her to reach his/her annual goals which will be assessed at the end of each term along with short-term goals that will be assessed every few months.
- **Research-Based Methods:** There has been a lot of research done about students with disabilities and the best way to teach them. Testing, IQs, interviews, the discrepancy model, etc. should all be used to determine where to place the child. Once that is determined, the next step is the best way for the child to learn. There are plenty of different programs such as the Wilson Reading Program and Direct Instruction.
- **Guided by Student Performance:** While the IEP goals may be assessed every few months to a year, constant informal assessments must take place. These assessments will guide instruction for the teacher. The teacher will be able to determine if the material is too difficult or too easy

Teaching Students with Mild-to-Moderate Disabilities:

- Becoming certified to teach students with mild to moderate disabilities prepares you to help children whose special needs hinder their academic achievement, usually in areas of math, reading, writing, and socialization. Students with mild to moderate special needs spend part or a majority of their school day in a general education/CTT classroom occasionally supplemented with time in speech, resource room, occupational therapy, etc.
- Individuals looking to work with students with mild to moderate disabilities should look into school programs that focus on preparing educators to work within that specific demographic. Special education programs such as our partner USC Rossier Online External link tailor their programs so that teachers are aptly prepared for succeeding in a co-teaching classroom model. The special needs of students with mild to moderate disabilities may include learning disabilities, speech/language disorders, behavior disorders, ADD/ADHD and/or high-functioning Autism Spectrum Disorder.

Teaching Students with Severe/Multiple Disabilities:

- Becoming certified to teach students with severe/multiple disabilities prepares you to work with students whose special needs inhibit their performance- not only on an academic level but also in terms of their physical capabilities and life skills - leading to severe educational needs. The National Dissemination Center for Children with Disabilities (NICHCY) defines severe disabilities External link as individuals with severe to profound developmental and/or intellectual disabilities. The severity of these disabilities must require "ongoing, extensive support" in life and/or social activities in order to participate in educational and community activities.
- Those looking to work with students who have severe and/or multiple disabilities will most commonly work in specialized private school settings or in self-contained special education classes in a general education setting. Teachers with a degree in

severe/multiple disabilities also have the opportunity to work with government agencies, non-profit organizations and private institutions devoted to students with severe developmental disabilities.

Role of Teacher in helping children with Learning Disability:

The teacher should adopt suitable teaching strategies to support their learning. He should not criticize the student unnecessarily. Corrective feedback is most important at this stage.

1. Provide oral instruction for students with reading disabilities. Present tests and reading materials in an oral format so the assessment is not unduly influenced by lack of reading ability.
2. Provide learning disabled students with frequent progress checks. Let them know how well they are progressing toward an individual or class goal.
3. Give immediate feedback to learning disabled students. They need to see quickly the relationship between what was taught and what was learned.
4. Make activities concise and short, whenever possible. Long, drawn out projects are particularly frustrating for a learning disabled child.
5. Learning disabled youngsters have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events-items they can touch, hear, smell etc.
6. When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that learning disabled children utilize as many of their sensory modalities as possible.
7. Encourage cooperative learning activities when possible. Invite students of varying abilities to work together on a specific project or toward a common goal.

Conclusion:

Light is to 'darkness' and knowledge is to 'ignorance'. Education brings knowledge and it is a necessary part of human development. A society is known for development by the level of education of the people. Special education is designed to ensure that students with disabilities are provided with an environment that allows them to be educated effectively. Special education programs are designed for those students who are mentally, physically, socially and/or emotionally delayed. This aspect of "delay," broadly categorized as a developmental delay, signifies an aspect of the child's overall development (physical, cognitive, scholastic skills) which places them behind their peers. Due to these special requirements, students' needs cannot be met within the traditional classroom environment. Special education programs and services adapt content, teaching methodology and delivery instruction to meet the appropriate needs of each child.

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DELINQUENCY: A CHALLENGING PROBLEM OF DELINQUENTS

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Introduction:

“Children need love, especially when they do not deserve it.” - Harold S Hulbert

A child is absolutely born innocent but certain social and environmental factors in a negative aspect diverge their minds towards criminal tendencies, whose removal might mould them into a person of stature and excellence. We all know that Children are the assets and wealth of any nation. A healthy environment should be provided to all children so that they become civilized citizens who are physically fit, socially active and mentally conscious, equipped with all skills and active participation required by the society. For reducing inequality and ensuring social justice an equal opportunities for development to all children should be given, which consecutively would work as an effective measure to prevent children from becoming delinquent in any society. There is a general attitude towards children to behave obediently, show respect towards others and imbibe behaviour having high moral values but due to various circumstances children are being diverted from social and general command. Recently, juvenile delinquency has become an important aspect of criminology. Juveniles have got serious forms of delinquent behavior which may hamper the stability and social command of our society. The deviant behaviour of the juveniles has created social disorder and destruction of moral values which is creating an alarming position in organized society. Juvenile is considered as a child who has not completed a specific age as mentioned in the law of any country and doesn't bear resemblance as an adult person and who can be made legally answerable for his criminal activities. The juvenile is a child who has alleged violated certain laws which declares his act or omission as an offence. A juvenile and a minor are used in different perspective in legal terms. The term juvenile is generally used in reference to a young criminal offender and minor is related to legal capacity of a person.

Delinquency:

“Delinquency as a social problem appears to be on the increase. Some of this increase result from a general increase in population and some of it results from the fact that an increasingly high proportion of the population lives in urban rather than rural environment”, Medinnus and Johnson

Cataloging of Delinquency:

The psychologists have classified delinquency in various ways. The classifications of delinquency in five categories have been done by Had Field is listed below:

Benign Delinquency : It includes behaviours which may be termed as breach of discipline or law, or crimes form legal point of view but from mental health view, they may be normal behaviour e.g., truancy on some beautiful rainy day or for seeing some extraordinary act in the city.

