

S.Y.B.Ed. (Sem 4)
Creating an Inclusive School
Unit – 5 (a, b, c)
Inclusion in classroom

- a) Barriers and facilitators of inclusion: Attitudinal, Social and Infrastructural
- b) Use of ICT in Inclusive classrooms
- c) Individualized Educational Plan: concept, steps and significance

a) Barriers and facilitators of inclusion: Attitudinal, Social and Infrastructural

Inclusive education focuses on including and bringing together students with learning and/or physical challenges with the rest of the students. While the practice of inclusion places extra demands on students and infrastructure, there are numerous benefits to all students, both disabled and non-disabled. Teachers of an inclusive classroom need to be very cautious of the variety of teaching methods so that it can reach more students at a time with varying abilities.

It benefits even those students in a traditional classroom, as this increases their engagement in the learning process. Even gifted learners benefit from an environment that stresses responsiveness from all students.

Perhaps most importantly, inclusive classrooms encourage open and frank dialogue about differences as well as a respect for those with different abilities, cultural backgrounds, and needs. Inclusion has become the need of the hour. Schools should provide for the needs of all the children in their community, regardless of their ability. A barrier to inclusion is anything that stands in the way of a child being able to learn effectively. A learner may experience one or more barriers to inclusion throughout his or her education. A child with a disability will experience that disability as an intrinsic barrier to learning and will require varying levels of support to accommodate their disability in order to reach their full academic potential. Barriers to inclusion are not limited to intrinsic barriers. They can also be societal/environmental barriers. Many factors enter into creating inclusive classrooms in which children with disabilities learn along with their peers. An inclusive education for students with disabilities needs to be addressed very prominently. For students to successfully learn in general education classrooms, adequate funding has to be in place to hire support specialists and secure resources for teachers and students. Inclusive attitudes have to be held by school administrators, teachers, staff, and parents. Learning environments also must be physically accessible to students using wheelchairs, walkers, and assistive technology devices.

Curriculum needs to be modified and adapted to meet the needs, and limitations, of a diverse group of children. Finally, open and ongoing communication must exist among all involved in educating students with special needs.

Barriers can be Internal as well as External.

The Internal barriers include:

- Attitudinal barrier
- Infrastructural barrier
- Inappropriate curriculum
- Untrained teachers
- Organization of the education system

The External barriers include:

- School location
- School enrolment
- Educational barrier
- Social stigmatization
- Economical condition

There are various causes for barriers of inclusion such as

- A. **Diversity of learners**: Children differ with regards to their home, ability, motivation, personal characteristics which become a obstacle to success in academics, attitude, interest and commitment.
- B. **Teacher's ability**: Identifying a child with different need is a skill that a teacher has to be equipped but specific training is not given. Hence teachers find it difficult and implementation is not achieved.
- C. **Infrastructure**: The space and arrangement of classroom is essential factors to help inclusive education. Location from noise, rooms with proper ventilation, space inside and outside of the classroom.
- D. **Availability of resource** : The teacher is not equipped with the skill of making use of the variety of learning materials. Teachers find it difficult to tackle the diverse learning need in the classroom without proper materials.
- E. **Evaluation system** : Our evaluation system is so rigid and sometimes the child is not assessed correctly. It is important to evaluate the learner keeping in mind his/her abilities and difficulties.

Types of Barriers:

1. Attitudinal Barriers: Some of the greatest barrier to inclusion in education is the negative/wrong attitudes among people. Many people are reluctant to interact with people who are disabled/different abilities. They always look at them with an indifferent attitude. They feel people with disability are not capable to do different activities, their skills are not enough to tackle the challenges of the society, they lack proper mindset to live in the society, and they are not capable of being educated. They feel people with disability cannot succeed and their progress is very slow and not consistent. Teachers tend to be broadly positive about the principle of inclusion while at the same time viewing its practical implementation as problematic. Some teachers with negative attitudes believe that inclusion is a burden and they should receive special provisions for the same. Attitudinal barriers are behaviours, perceptions, and assumptions that discriminate against persons with disabilities. These barriers often emerge from a lack of understanding, which can lead people to ignore, to judge, or have misconceptions about a person with a disability. Examples of attitudinal barriers include:

- Assuming a person with a disability is inferior.
- Assuming that someone with speech impairment cannot understand you.
- Forming ideas about a person because of stereotypes or a lack of knowledge.
- Making a person feel as though you are doing them a “special favour” by providing their accommodations.

Societal norms often are the biggest barrier to inclusion. Old attitudes resist the accommodation of students with disabilities and learning issues, as well as those from minority cultures. Prejudices against those with differences can lead to discrimination, which inhibits the educational process. The challenges of inclusive education might be blamed on the students challenges instead of the shortcomings of the educational system. Attitudes of the non-disabled are proving to be a major barrier in the social integration of persons with disabilities. Such attitudes reinforced by religious institutions may militate against any attempts to include students with disabilities into regular schools.

The other attitudinal barrier is that students with disability face emotional and physical bullying which is a serious barrier and leads to isolation and exclusion. Many a times they are made fun of because of their looks and becomes a matter of mockery /joke. It is important to sensitize the society about the existence of children with disability and we should make the people understand that their behaviour hurts such children which will affect their morals in the long run.

Eg: Most of the times people with disability are looked down with pity and sympathy and given either a low class treatment or sometimes considered as hero for the courage to do things. Both these attitudes create a kind of unrest among the people with special needs.

At work, sometimes people with disability are paid less as compared to others, on the assumption that their contribution is less compared to others.

Teachers who are not trained or who are unwilling or unenthusiastic about working with differently-abled students are a drawback to successful inclusion. Training often falls short of real effectiveness and instructors already straining under large workloads may resent the added duties of coming up with different approaches for the lesson.

Eg: Suppose if a teacher has a partially visually impaired student in the class and is teaching basic geometric shapes such as square, triangle, circle, rectangle using three dimensional aids. Then the teacher first needs to teach the name of the shape, then when the child feels it, tell the name and ask the child to repeat it. This can be done if the teacher is trained in handling a visually impaired child and is also patient in meeting the needs of the child.

2. Physical Infrastructure Barrier: The physical facilities in school form a basic need for children with special need /attention. If this is not available children cannot be accommodated easily. The lack of wheelchair ramps in school building, Lift facility, washrooms design for disabled, public transportation accessible for disabled etc needs to be address. Unfortunately most schools do not offer such for facilities. The classrooms are not well equipped with infrastructure they do not have proper space for movement and do not provide technology to provide additional assistance to meet a particular difficulty. Too many children in the classroom restricts the teacher to offer differentiated instruction in classroom. **Eg:** The different room such as library, laboratory, toilet, and canteen may not be easily accessible. The door staircase, passageways are not developed/ build for the requirement for children with disability. The school may not have any audio-video/ visual aids for children with specific need, this will make them disinterested and lack of motivation to learn. The classroom ratio also is a physical challenge as teachers find it difficult to meet the needs of the specific learner.

In some districts, students with physical disabilities are expected to attend schools that are inaccessible to them. In economically deprived school systems, especially those in rural areas, broken down and poorly cared for buildings can restrict accessibility. Some of these facilities are not safe or healthy for nay students. Obviously a student with a disability cannot learn in an inclusive classroom, if he cannot enter the room or the school building. Some schools are still inaccessible to students in wheelchairs or to those other mobility aides and need elevators, ramps, paved pathways and lifts to get in and around buildings. Accessibilty can go beyond passageways, stairs, and ramps to recreational areas, paved pathways and door handles. A student with cerebral palsy for instance may not have the ability to grasp and turn a traditional doorknob. Classroom must be able to accommodate a student's assistive technology devices as well as other furniture to meet individual

needs. Many schools don't have the facilities to properly accommodate students with special needs and local governments lack either the funds or the resolve to provide financial help.

Infrastructural barriers are elements of buildings or outdoor spaces that create barriers to persons with disabilities. These barriers relate to elements such as the design of a building's stairs or doorways, the layout of rooms, or the width of halls and sidewalks. Examples of architectural or physical barriers include:

- Sidewalks and doorways that is too narrow for a wheelchair, scooter, or walker.
- Desks that is too high for a person who is using a wheelchair, or other mobility device.
- Poor lighting that makes it difficult to see for a person with low vision or a person who lip-reads.
- Doorknobs that is difficult to grasp for a person with arthritis. As an educator, you may not have the ability to make adjustments to the physical environment of your classroom.

3. Social barrier: Disabled children are socially excluded by non disabled people in the society may be due to the attitude of fear ignorance, lack of awareness and traditional prejudices. Some people still believe that educating disabled children is of no use and not worthy. Many of them due to poverty, gender, caste, class etc are excluded. The social exclusion and negative attitudes results in social discrimination and thus leads to isolation. Another form of social barriers is caused due to the medical issues of these children. The regular children cannot handle or offer support hence they prefer to be away from such children. The emotional and close bonding cannot be extended or felt like other children hence some kids find it and indifferent to deal with such kids. Play and Recreation cannot be achieved to the fullest children with disability do not have friends. the public services such as buildings hotels ,mall ,cinema houses, public transport are not design friendly to meet the needs of children with special needs hence to take them to public places is restricted, this makes them excluded from the society and the norms of the society. Socio-economic factors such as areas that are traditionally poor and those with higher-than-average unemployment rates tend to have schools that reflect that environment such as run-down facilities, students who are unable to afford basic necessities and other barriers to the learning process. Violence, poor health services and other social factors make create barriers even for traditional learners and these challenges make inclusion difficult. Adequate funding is a necessity for inclusion and yet it is rare. Schools often lack adequate facilities, qualified and properly-trained teachers and other staff members, educational materials and general support. Sadly, lack of resources is pervasive throughout many educational systems. Centralized education systems are rarely conducive to positive change and initiative. Decisions come from the school system's high-level authorities whose initiatives focus on employee

compliance more than quality learning. The top levels of the organization may have little or no idea about the realities teachers face on a daily basis. Many policy makers don't understand or believe in inclusive education, and these leaders can stonewall efforts to make school policies more inclusive. This can exclude whole groups of learners from the mainstream educational system, thereby preventing them from enjoying the same opportunities for education and employment afforded to traditional students.

Eg: A child who belongs to a poor family and the family cannot afford for basic needs such as food, clothing or shelter, the parents may prefer the children to be an additional earning member rather than sending the child to school.

Eg: In a remote village there may not be schools which cater to the needs of children with special needs, in such villages, the parents may prefer to keep their child who needs special attention to be at home rather than sending the child to school and face social stigma.

Eg: In urban areas schools that cater to children with special needs may be expensive than the regular school fees, in such cases, family that cannot afford the fees may send their children to a regular school rather than an inclusive school. In this case the child's learning needs are not met, the child may not get the required assistance or attention towards the special need and hence may turn to be a drop out or achieve low academic grades.

Facilitators of an inclusive classroom.

There are many barriers to inclusion but we need to handle it through few facilitators.

1. Make use of learning materials: The teachers require material to support learning and bring quality to classroom. Such as visual material in the form of pictures to support learning, this will help children imagine in the right direction tactual material in the form of real objects model make the concept very clear. Tactual materials could be the real items if there they are available like a flower - parts of flowers etc. Our surrounding environment is rich in learning such as plants around us ;place of visit etc ;demonstrating experiments make children learn easily .ICT gives lot of option to use Technology such as a working model etc; the varieties of learning materials have a great role in making all the children in the classroom actively participate. It removes boredom from the classroom.

2. Modifying the physical environment: If a child has a problem to move freely in the classroom, then change in the infrastructure can be done. If the classroom is upstairs then it can be shifted downstairs if there is a child with disability. If there is classroom in a corner of a room then it can be moved near to the entrance. The seating arrangement in a classroom should be as per the needs of special children. A child having hearing impairment can be given the first row preferably in the centre. The source of noise in the classroom can be controlled. The classroom should be well lit and airy.

Despite these challenges, you may be able to participate in intermediary solutions that can help overcome

physical barriers. Some examples could include:

- Reserving seating for students with disabilities in a classroom that may not be fully accessible.
- Making lighting adjustments in the classroom, such as eliminating glare by closing blinds or drapes.
- Turning off any noisy machinery, such as projectors, while they are not in use.
- Using a microphone in a large classroom.
- Arranging to meet a student in an alternate location if your office is not accessible.
- Requesting a classroom change if you cannot meet the learning needs of your students.

3. Adapting simple classroom management techniques: With children of diverse needs we need to be prepared for challenges and meet the challenges in all the dealings in the class. When a student finds it difficult to solve a problem stay close to the child and help him /her to solve it. If a child is very naughty look at the child telling/ conveying that you are watching. If a student cannot read well, help by giving clues and guidance. Classroom management gets refined with our experience. With very little time and effort many of the difficulties can be solved.

4. Child friendly evaluation: The rigid evaluation system is not practical in an inclusive classroom for example a child who cannot give an oral exam can be helped through modification by giving a written work. Either there in the form of computer, pictures or written form depending on once on child's strength. A child who is unable to read print can be given a substitution with larger print material for evaluation, if a child is unable to respond abstract concept ,then through omission it can be replaced with a similar concepts. Some children may not be able to learn basic academic skills hence teachers have to make use of compensation technique to assess the child.

5. Infrastructural facilitators: Basic architectural changes to school buildings would include lowering locker shelves, hooks, lowering water fountains, building wider corridors and classrooms, installing ramps near stairs, widening doorways and eliminating ledges on doors, easy access door buttons. Architectural facilitators for washrooms can also include lowering sinks, enlarging washroom stalls. Elevators should be made available and accessible for children with special needs.

6. Social facilitators: Social facilitators mainly focusses on disability awareness education for both students and educational staff. Other changes include having physical education class for the students with disabilities and sometimes equalizing the playing field by having everyone play even on wheel chairs. Policy facilitators would include allowing extra time to get to classes,

having a rule stating that consent must be obtained before pushing someone's wheelchair, provided suggestion boxes at schools, including individuals with disabilities in the planning of renovations or expansions and finally repairing elevators swiftly.

7. Attitudinal facilitators: Making sure disability is covered in a positive way in all parts of the curriculum eg: art, History, Geography. Relate to television and newspapers and encourage peer support. Use a social model approach-identify barriers. Examine ethical issues from a human rights perspective. Ensure hidden curriculum is disability friendly, develop strong self-esteem in disabled pupils. Ensure peer support and relate aspects to social media. Help students critique stereotypes and use a social model approach -identity barrier. Examining ethical issues from a human rights perspective. Build strong self-esteem in disabled pupils.

As an educator, there are a number of ways you can help remove attitudinal barriers.

- Avoid making assumptions about a student's disability or capabilities; many persons with disabilities talk about being frustrated with people assuming what they can or cannot do.
- Encourage students with disabilities to come forward and speak to you about the way they learn and what may be "disabling" in your course, classroom, or teaching. Remember that students with disabilities do not have to disclose their disability to their professors or to anyone else in the academic environment in order to receive accommodations.
- Respect the privacy of students with disabilities.
- Insist on professional, civil conduct between and among students to respect people's differences and create an inclusive environment.
- Engage in the accommodation process at your university in good faith and implement appropriate accommodations.

Conclusion: Benefits of Inclusive education for students with special education need develop individual strengths and gifts with high and appropriate expectations for each child. Work on individual goals while participating in the life of the classroom with other students their own age. Involve their parents in their education and in the activities of their local schools

b) Use of ICT in Inclusive Classrooms:

ICT can facilitate early intervention and inclusion for person with disabilities (UNESCO 2006). Accessible ICT's are one of many supports that can enable the realization and implementation of inclusive education. ICT in inclusive education/ classrooms opens the door to lifelong learning. it enables simulation, role playing and decision-making exercises. It facilitates virtual communities and communities of practice. It helps to translate speech to text and vice versa, uses communication aids along with specialized software for classroom activities.

ICT for persons with special needs provide enhancement to or changed the methods of interaction with the world. It promotes greater independence by enabling them to perform task that they were formerly unable to accomplish or had difficulty in accomplishing. ICT in education outlines three main roles:

- **Compensation uses:** technical assistance that enables the active participation in traditional educational activities such as reading or writing.
Eg: Talking calculator, talking watch, screen readers and magnifiers
- **Didactic uses:** the general process of using ICT to transform approaches to education. Many ICT's can be used as a didactical tool to enable a more inclusive learning environment.
Eg: Multi-sensory systems, Tactile mathematical devices, Tactile Science devices, Assessment and evaluation tools, Models.
- **Communication uses:** technologies that can enable communication-often referred to as alternative and augmentative communication devices and strategies.
Eg: Multimedia content, Content development software, Word bank, Text-to-Speech Engines, Braille Learning software.

Benefits/ Uses of ICT

1. Easy to access course material: Multimedia is easy to understand course material can be posted on web which learners can access at a time and location they prefer.

2) Motivation: Computer Based instructions can give instant feedback to students and explain correct answers. Moreover a computer is patience and non-judgemental which can give the student motivation to continue learning

3) Wide participation: Learning material can be used for long distance learning and accessible to a wider audience.

4) Improve student handwriting: Convenient/ easy for students to edit their written work which can in turn improve the quality of their writing.

5)Subject made easier: Many different types of educational software are designed and developed to help uses users to learn specific subjects /topics easily

6) Easy evaluation: More flexible structure to measure and improve outcomes with proper structure it can become easier to monitor and maintain students work and also make modification to enhance student learning.

7) Individualized learning: Teaching and learning are becoming more independent from specific physical location the number of resources available to students outside the classroom has increased.

8) Digital inclusion for CWSN: Speedy development of ICT brings possibilities and removes obstacles to learning

E.g a) Blind people- appropriate hard, software is created and Braille.

E.g A text as an alternative to images.

- b) People with low vision: Large format text and effective colour contrast.
- c) People who have cognitive impairment- simpler language or alternative text formats. e.g easy read, clear and logical layout of information.
- d) People whose first language is sign language may also find simple language.
- e) People with manual impairment may navigate easier with a keyboard rather than a mouse.

9) It enables learner's autonomy and unlocks hidden talent for those with communication difficulties.

10) It enables students to demonstrate achievements in ways which is not possible through traditional means.

11) It enables task to be tailored to suit individual skills, talents and abilities.

12) Computer based instructions: software to help students with learning difficulties in reading, writing, math and other subject areas.

13) Alternative communication modes for children who cannot speak or communicate can use other boards such as picture boards, voice output communication devices, communication software and computers.

Suggested measures to promote ICT among person with special needs:

- Information to be provided in dual communication mode for the benefit of persons with special needs.
- Assistive devices to be adapted for improving access to technology.
- Indigenous production of devices to be taken up to increase the affordability by persons with disabilities.
- The existing curriculum for persons with disability to be expanded to include information technology inputs.
- Open learning system to be encouraged to offer information technology oriented courses for persons with disabilities.
- Some IT related jobs in public and private sectors to be earmarked with disabilities.
- In order to promote information technology among persons with disabilities, the organisations working for them should also inculcate the IT culture in their activities.

Specific benefits for students:

1. Computers can improve independent access for students to education.
2. Students with special educational needs are able to accomplish tasks working at their own pace.

3. Visually impaired students using the internet can access information alongside their sighted peers.
4. Students with profound and multiple learning difficulties can communicate more easily.
5. Students using voice communication aids gain confidence and social credibility at school and in their communities.
6. Increased ICT confidence amongst students motivates them to use the internet at home for school work and leisure interests.

ICT also benefits teachers

- 1) Reduces isolation for teachers working in special educational needs by enabling them to communicate.
- 2) It supports reflection on professional practice via online communication.
- 3) Improved skills for teachers and a greater understanding of access technology used by students.
- 4) Enhances professional development and the effectiveness of the use of ICTs with students through collaboration
- 5) Materials already in electronic form are more easily adapted into accessible resources.

c) Individualized Education Plan:

The Individualized Education Program, also called the IEP, is a plan that is developed for children with special needs.

The Individual Education Program Plan (IEP) is a written plan/program developed by the schools special education team with input from the parents and specifies the student's academic goals and the method to obtain these goals.

The IEP is created through a team effort, reviewed periodically. An IEP defines the individualized objectives of a child who has been determined to have disability or requires specialized accommodation, as defined by federal regulations. The IEP is intended to help children reach educational goals more easily than they otherwise would,. The four component goals are: conditions, learner, behavior, and criteria. In all cases the IEP must be tailored to the individual student's needs as identified by the IEP evaluation process and must especially help teachers and related service providers (such as paraprofessional educators) understand the student's special needs and how the special needs to be catered so that it does not affects the learning process.

Individualized educational plan is a written plan describing the special education program or services required by a particular student. It identifies learning needs that are modified to the expectations given

the curriculum for the appropriate grade/subject needed to assess the student in achieving his/ her learning expectations. It also helps the teachers monitor the students program and provides a framework for communicating information about the student's progress to parents and to the student. The it is updated regularly to record any changes in the students special education program and services that are found to be necessary for continuous evaluation of the students achievement of his/her goal and learning expectations. The IEP reflects the schools responsibility to provide the special education program and services within the available resources needed to meet the identified strengths and needs of the student. The IEP describes how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively. Developing an IEP requires evaluating students in all areas related to the special needs, simultaneously considering ability to access the general curriculum, considering how important it is to address the special need that affects the student's learning, forming goals and objectives that correspond to the needs of the student, and choosing a placement in the least restrictive environment possible for the student.

As long as a student qualifies for special education, the IEP is mandated to be regularly maintained and updated up to the point of high school graduation, or prior to the 21st birthday or 22nd birthday. If a student in special education attends university, the university's own system and procedures take over. Placements often occur in "general education," mainstream classes, and specialized classes or sub-specialties taught by a special education teacher, sometimes within a resource room.

An IEP is meant to ensure that students receive an appropriate placement, not only in special education classrooms or special schools. It is meant to give the student a chance to participate in regular school culture and academics as much as is possible for that individual student. In this way, the student is able to have specialized assistance only when such assistance is absolutely necessary, and otherwise maintains the freedom to interact with and participate in the activities of his or her more general school peers.

- Children with delayed skills or other disabilities might be eligible for special services that provide individualized education Programs in public schools, free of charge to families. Understanding how to access these services can help parents be effective advocates for their kids.
- The passage of the updated version of the Individuals with Disabilities Education Act (IDEA 2004) made parents of kids with special needs' even more crucial members of their child's education team.
- Parents can now work with educators to develop a plan — the individualized education program (IEP) — to help kids succeed in school. The IEP describes the goals the team sets for a child during the school year, as well as any special support needed to help achieve them.

Who Needs an IEP?

A child who has difficulty learning and functioning and has been identified as a special needs student is the perfect candidate for an IEP. Children struggling in school may qualify for support services, allowing them to be taught in a special way, for reasons such as:

- learning disabilities
- attention deficit hyperactivity disorder (ADHD)
- emotional disorders
- cognitive challenges
- autism
- hearing impairment
- visual impairment
- speech or language impairment
- developmental delay
- physical disabilities

Steps to Individualized Education Plan:

Step 1. Child is identified as possibly needing special education and related services.

"Child Find." The state must identify, locate, and evaluate all children with disabilities in the state who need special education and related services. To do so, states conduct "Child Find" activities. A child may be identified by "Child Find," and parents may be asked if the "Child Find" system can evaluate their child. Parents can also call the "Child Find" system and ask that their child be evaluated.

Or —

Referral or request for evaluation. A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated. This request may be verbal or in writing. Parental consent is needed before the child may be evaluated. Evaluation needs to be completed within a reasonable time after the parent gives consent. The child is referred as may needing special services, it should be in written form and maybe made by anyone involved with the child (Parents teachers etc)

Step 2. Child is evaluated.

The evaluation must assess the child in all areas related to the child's suspected disability. The evaluation results will be used to decide the child's eligibility for special education and related

services and to make decisions about an appropriate educational program for the child. If the parents disagree with the evaluation, they have the right to take their child for an Independent Educational Evaluation (IEE). They can ask that the school system pay for this IEE. Assessment is the systematic process of gathering educationally relevant information of the child. The types of assessment are

- a. Medical defect and diseases.
- b. Psychological adaptive level, interest and needs
- c. Education academic level- learning style

Step 3. Eligibility is decided.

A group of qualified professionals and the parents look at the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined by IDEA. Parents may ask for a hearing to challenge the eligibility decision.

Step 4. Child is found eligible for services.

If the child is found to be a "child with a disability," as defined by IDEA, he or she is eligible for special education and related services. Within 30 calendar days after a child is determined eligible, the IEP team must meet to write an IEP for the child. After the assessment is over the committee should now plan individual program for the child .It should state the yearly goals and short term/ objectives monthly or quarterly basis. The committee should decide the specific educational services to be provided such as special training, remediation etc. they should also decide who will be responsible for providing services, what services, where it should be given, when to start, how it will be given and what materials are needed.

Step 5. IEP meeting is scheduled.

The school system schedules and conducts the IEP meeting. School staff must:

- contact the participants, including the parents;
- notify parents early enough to make sure they have an opportunity to attend;
- schedule the meeting at a time and place agreeable to parents and the school;
- tell the parents the purpose, time, and location of the meeting;
- tell the parents who will be attending; and
- tell the parents that they may invite people to the meeting who have knowledge or special expertise about the child.

Step 6. IEP meeting is held and the IEP is written.

The IEP team gathers to talk about the child's needs and write the student's IEP. Parents and the student (when appropriate) are part of the team. If the child's placement is decided by a different group, the parents must be part of that group as well.

Before the school system may provide special education and related services to the child for the first time, the parents must give consent. The child begins to receive services as soon as possible after the meeting.

If the parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. If they still disagree, parents can ask for mediation, or the school may offer mediation. Parents may file a complaint with the state education agency and may request a due process hearing, at which time mediation must be available.

Step 7. Services are provided.

The school makes sure that the child's IEP is being carried out as it was written. Parents are given a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP.

Step 8. Progress is measured and reported to parents.

The child's progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year. These progress reports must be given to parents at least as often as parents are informed of their non- disabled children's progress.

Step 9. IEP is reviewed.

The child's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review. If necessary, the IEP is revised. Parents, as team members, must be invited to attend these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP goals, and agree or disagree with the placement. If parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. There are several options, including additional testing, an independent evaluation, or asking for mediation (if available) or a due process hearing. They may also file a complaint with the state education agency.

Step 10. Child is re-evaluated.

At least every three years the child must be reevaluated. This evaluation is often called a "triennial." Its purpose is to find out if the child continues to be a "child with a disability," as defined by IDEA, and what the child's educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child's parent or teacher asks for a new evaluation.

Significance of IEP

- 1) Individual need: The IEP ensures to some degree of accountability for teachers to meet the needs of the individual child.
- 2) Appropriate communication: It provided adequate communication among all persons within the school and between school and home with respect to the child
- 3) Beneficial to the child: It helps in addressing and reducing the deficiencies of the child.
- 4) Develop innate capacities: The IEP helps in developing the competency of the child in the focussed area.
- 5) Modifying behaviour: Behaviour modification is prominent through IEP as it focuses on the key/ crucial areas of modification to desirable behaviour.
- 6) Improving the behaviour: It is important to develop/improve the adaptive behaviour of the child through IEP.
- 7) IEP helps in measuring goals: The IEP helps evaluate skills and performance levels to meet goals and select those for possible benchmarks.
- 8) Awareness of program: It enables families, students and educators to monitor student's progress in the general curriculum.
- 9) Student specific: It identifies and prioritizes the specific needs of the student.
 - The IEP process is complex, but it's also an effective way to address how your child learns and functions.
 - Get information about present levels of educational performance oh child
 - Educational goals can be decided according to child
 - Special education and related services provided

These special factors will be considered and addressed in the IEP, depending on child's needs

1. supports and strategies for behavior management, if behavior interferes with her learning or the learning of others
2. Language needs as related to the IEP if he has limited mastery, or proficiency, in English
3. Communication needs
4. Assistive technology devices or services required
5. Necessary accommodations in the general education classroom

- Parents involvement in education program, the parents, who have valuable insights and information about his child's strengths and needs and ideas for enhancing his education
- Parents can also work on the IEP at home a lot of the time, so the child gains even more support and encouragement.
- The teacher targets specific weaknesses (in any area, not just academics), decides on an attainable goal, or goals, in each area, and lists how the attainment of that goal will be measured.
- Closes the gap in attainment between the student and his/her peers — or stops the gap growing
- Matches or improves a student's previous progress
- Ensures access to the curriculum
- Demonstrates increased independence, behavior, or social or personal skills
- The child benefits from additional support, in whatever their IEP is.
- Allows the teacher to see progression in an area the child may struggle with.
- They're easy to maintain and review.
- The IEP measures how is the child's progress
- Parents get informed of that progress.

Conclusion: The IEP is the cornerstone of special education and help in identifying each students need and helps in achieving measurable goals.

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