**Reverse Inclusion and Adaptation: Strategies for Successful Implementation of Inclusion**

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**ABSTRACT**

*Persons with disabilities should be given a free and appropriate public education (F.A.P.E.). in the least restrictive environment (L.R.E.), accompanying with aids and supports when necessary. Section 504 of the Rehabilitation Act of 1973 offers some elucidation as to how these aids and supports are provided in the L.R.E. for persons with disabilities. Curricular adaptations do not fundamentally adjust or lower standards or expectations in either the instructional or assessment phases of a course of study and can be nominated as “accommodations.” These accommodations deliver access to participate in the L.R.E. and an opportunity to exhibit mastery of performance standards. Adaptations which alter or lower standards or expectations can be labelled “modifications.” These modifications, although providing access, will execute careful selection of assessment components to achieve accountability for performance. Today's school organizations are constantly moving towards inclusion, rather than homogeneous grouping. Inclusion is the process of conjoining all students in the same classroom – those with and without learning or physical disabilities, giftedness, and emotional disabilities. This paper highlights different adapting strategies like (Adapting Classroom Structure, Adapting Teaching Methods, Adapting Classwork and Homework, Adapting Quizzes and Exams and Reverse Inclusion) that can be used in an inclusive classroom in order to help all students to succeed. Along with adapting strategies Reverse Inclusion is also focused in this paper.*

**Key Words: Strategies, Adaptation and Reverse Inclusion**

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**Introduction**

The goal of education for kids with or without special needs is to arrange them for a cheerful, productive and useful life. Globally, the status of inclusive education varies from country to country. during this context it seems to be most advanced in Italy and Scandinavia. Whereas some countries have effective legislation to make sure mainstreaming, others have adopted different methods in meeting the country’s specific needs. Today's school systems are continuously moving towards inclusion, instead of homogeneous grouping. Inclusion is that the process of mixing all students within the same classroom – those with and without learning or physical disabilities, giftedness, and emotional disabilities. Schools should accommodate all children no matter their physical, intellectual, emotional, social, linguistic or other conditions." (Article 3, Salamanca Framework for Action). All children are special in a technique or another. Every child with disability also contains a right to education. Even within the Biwako Millennium Framework, inclusive, barrier free and right based society has been emphasized. With the arrival of the 20th century, there began a replacement era within the history of education for persons with disability within the shape of moving from the isolated and segregated settings to the integrated founded. it absolutely was the results of a replacement wave of humanism, not to mention the increasing demands for equality of educational opportunities to any or all children regardless of their disabilities within the regular schools pass the govt or funded and supported by the general public money. Despite the physical integration of youngsters with Disabilities (CWD, henceforth), they were placed in special classes within regular schools because most of the classroom teachers, non-disabled students and their parents were uncomfortable with the presence of youngsters with Disabilities within the regular classes. aside from such dissatisfaction with the continuation of special classes within the regular schools, a brand new wave of change within the name of upholding human rights providing equity and equality of opportunities to all or any children gave birth to a powerful build up in favour of inclusion, that is, the position of outstanding children in regular classrooms without discrimination of any sort. The most important thing to recollect is that every case is exclusive. What works for one student might not work for the following. Staff, parents, and sometimes even the kid, should collaborate to confirm that the approach chosen is that the one which best meets the requirements of the coed. Preparing classrooms to include all students into the curriculum takes time and energy. Classroom teachers understand it isn't a simple task, but with preparation, training, persistence and planning, together with a sincere belief that each one the scholars will succeed. In a broader sense, students who are taught in an inclusion setting are more likely to make a society that's accepting of differences and able to respect people from diverse backgrounds. Supporting inclusion classrooms is also the primary step towards creating a more diverse workforce and world. the benefits of inclusion must be weighed carefully against the possible disadvantages in specific situations.

The following strategies will help in the successful implementation of Inclusion in the regular classrooms.

**Adapting Classroom Structure**

Some students in an inclusive classroom will require an adapted classroom structure. This may require inclusion strategies such as changing certain physical structures in the classroom (such as desks) to accommodate students with physical disabilities, adjusting the seating plan so that a child with auditory problems can lip-read more easily, or forming the classroom time so that children with behavioral or learning disabilities feel more secure.

The most important adaptation we can make to classroom structure, however, is to foster a feeling of inclusion and diversity as a positive ideal in the classroom. Never condone put-downs or discriminatory remarks, encourage students to work together in diverse groups, and allow each student to shine in his or her own way.

### Adapting Teaching Methods

In addition to changing the classroom structure, we need to adapt teaching methods depending on which students are included in the classroom. For example, it may be significant to integrate cultural experiences of students into the curriculum, providing tactile manipulative whenever possible, and practice concepts frequently while making sure to provide augmentation for students who have already mastered those concepts.

When we give students material to read, we may need to pre-teach difficult vocabulary before reading or teaching about a topic. We should encourage students to preview text before reading it (and provide instruction in how to do so). Write assignments or important points on the board, and provide extension activities for gifted students who finish reading earlier than their peers. We also may want to have different students read different amounts of the text, based on their abilities.

### Adapting Class work and Homework

Students with disabilities may need adaptations to their class work or homework. Strategies for adjusting these types of work include pairing or grouping students with various disabilities with other students who can compensate, permitting students extra time to complete class work if possible, decreasing the length of the task for students who cannot complete the entire task, and letting some students to demonstrate their mastery through verbal responses rather than written ones.

### Adapting Quizzes and Exams

If students’ reading or writing skills are weak owing to their disabilities, there is a need to record classes as much as possible in order to permit students to study using auditory methods. Students with visual disabilities should be permitted to command their responses. In addition, some students should be given supplementary time to complete quizzes and exams, also provide notes or outlines for those students who have trouble in taking their own notes.

One of the utmost resources for innovative inclusion strategies will be specialist teachers. Devote time consulting with experts daily, weekly or monthly - contingent on the level of adjustments needed in the classroom.

**Another way to carry inclusion is reverse inclusion**

It's a infrequently used practice that can help special education students and their regular education peers to intermingle effectively. Reverse inclusion comes with its own benefits and encounters that need to be measured before instituting it in any classroom.

As we all know that inclusion gets a lot of media these days, as more and more special education students are involved in a general education classroom. There are some conditions, however, in which is it hard or impossible for special education to join an inclusive classroom. In those cases, some schools will consider using reverse inclusion instead.

Reverse inclusion is the procedure of including usually developing children in a special education classroom. In very low grades (e.g., kindergarten), typically developing kids may stay in the classroom all day or for a large part of the day. In higher grades, they may connect the special educational classroom for a short, set amount of time in order to interact with the students who have disabilities.

Besides above given strategies the following suggestions may help in implementing inclusion

* Pre-plan lessons with well-thought-out objectives, but also permit for inter/post planning.
* Continue from the simple to the complex by using discrete task analysis, which breakdowns the learning into its parts.
* Think about promising accommodations and modifications that might be required such as using a digital recorder for notes, dipping the amount of spelling words, and having enrichment activities prepared.
* Include sensory components: visual, auditory, and kinesthetic ones, like writing letters in salt trays or constructing acute, right, and obtuse angles with chopsticks.
* Most important is to focus on individual children, not syndromes.
* In addition to the 3R’s: Reading, writing and arithmetic, think of the basics such as teaching student’s proper hygiene, social skills, respecting others, social skills, effectively listening, or reading directions on a worksheet.
* Create an enjoyable classroom environment that inspires students to ask questions and become actively involved in their learning.
* Increase students’ self-awareness of levels and progress.
* **Conclusion**

The most essential thing to reminisce is that each child is unique. What works for one child may not work for the other. Staff, parents, and sometimes even the child, should cooperate to guarantee that the method chosen is the one which best meets his or her needs.

Making classrooms to integrate all students into the curriculum takes time and energy. Teachers know it is not an easy task, but with planning, preparation, training and diligence, along with a genuine belief that all the students will succeed.

In a wider sense, students who are taught in an inclusion setting are more likely to build a society that is accepting of differences and able to respect people from diverse backgrounds. Supporting inclusive classrooms and adjusting strategies may be the first step towards building a more diverse workforce and world. The advantages of inclusion need to be assessed carefully against the possible shortcomings in specific situations.

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