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

**Dr. Rohnika Sharma**

**ABSTRACT**

As is described in I.D.E.A. Reauthorization, individuals with disabilities are to receive a free and appropriate public education (F.A.P.E.). This education must occur in the least restrictive environment (L.R.E.), with supplementary aids and supports when necessary. Section 504 of the Rehabilitation Act of 1973 provides some clarification as to how these aids and supports are provided in the L.R.E. for individuals with disabilities. Curricular adaptations do not fundamentally alter or lower standards or expectations in either the instructional or assessment phases of a course of study and can be designated as “accommodations.” These accommodations provide access to participate in the L.R.E. and an opportunity to demonstrate mastery of performance standards. Some adaptations do alter or lower standards or expectations and can be termed “modifications.” These modifications, although providing access, will necessitate careful selection of assessment components to achieve accountability for performance. Today's school systems are continuously moving towards inclusion, rather than homogeneous grouping. Inclusion is the process of combining all students in the same classroom – those with and without learning or physical disabilities, giftedness, and emotional disabilities. In this paper an attempt is made to highlight 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. Besides these adapting strategies Reverse Inclusion is also discussed.

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

**Dr. Rohnika Sharma, Associate Prof. and HoD, UG Department, MIER College of Education (Autonomous). B.C. Road Jammu (J&K)** [rohnika.sharma@miercollege.in](mailto:rohnika.sharma@miercollege.in) (9906070316)

**Introduction**

The goal of education for children with or without special needs is to prepare them for a happy, productive and useful life. Globally, the status of inclusive education varies from country to country. In this context it seems to be most advanced in Italy and Scandinavia. Whereas some countries have effective legislation to ensure mainstreaming, others have adopted different methods in meeting the country’s specific needs. Today's school systems are continuously moving towards inclusion, rather than homogeneous grouping. Inclusion is the process of combining all students in the same classroom – those with and without learning or physical disabilities, giftedness, and emotional disabilities.

Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions." (Article 3, Salamanca Framework for Action). All children are special in one way or another. Every child with disability also has a right to education. Even in the Biwako Millennium Framework, inclusive, barrier free and right based society has been emphasized.With the advent of the twentieth century, there began a new era in the history of education for persons with disability in the shape of moving from the isolated and segregated settings to the integrated set up. It was the result of a new wave of humanism, coupled with the increasing demands for equality of educational opportunities to all children irrespective of their disabilities in the regular schools run by the Government or funded and supported by the public money. Despite the physical integration of Children 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 Children with Disabilities in the regular classes. Apart from such dissatisfaction with the continuation of special classes in the regular schools, a new wave of change in the name of upholding human rights providing equity and equality of opportunities to all children gave birth to a strong build up in favour of inclusion, that is, the placement of exceptional children in regular classrooms without discrimination of any sort.

The most important thing to remember is that each case is unique. What works for one student may not work for the next. Staff, parents, and sometimes even the child, should collaborate to ensure that the approach chosen is the one which best meets the needs of the student.

Preparing classrooms to incorporate all students into the curriculum takes time and energy. Classroom teachers know it is not an easy task, but with preparation, training, persistence and planning, along with a sincere belief that all the students will succeed.

In a broader 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 inclusion classrooms may be the first step towards creating a more diverse workforce and world. The advantages of inclusion need to 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 entail inclusion strategies such as changing certain physical structures in the classroom (such as desks) to accommodate students with physical disabilities, adjusting the seating chart so that a student with auditory problems can lip-read more easily, or structuring the classroom time so that students 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 important to incorporate cultural experiences of students into the curriculum, providing tactile manipulative whenever possible, and practice concepts frequently while making sure to provide enrichment 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 varying disabilities may need adaptations to their class work or homework. Possible strategies for adapting these types of work include pairing or grouping students with various disabilities with other students who can compensate, allowing students extra time to complete class work if possible, reducing the length of the assignment for students who cannot complete the entire task, and allowing 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 due to their disabilities, there is a need to record classes as much as possible in order to allow students to study using auditory techniques. Students with visual disabilities should be allowed to dictate their responses. In addition, some students should be given additional time to complete quizzes and exams, also provide notes or outlines for those students who have difficulty in taking their own notes.

One of the greatest resources for innovative inclusion strategies will be specialist teachers. Spend time consulting with specialists daily, weekly or monthly - depending on the level of modifications needed in the classroom.

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

It's a rarely used technique that can help special education students and their regular education peers to interact effectively. Reverse inclusion comes with its own benefits and challenges that need to be considered before instituting it in any classroom.

As we all know that inclusion receives a lot of press these days, as more and more special education students are included in a general education classroom. There are some situations, however, in which is it difficult 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 process of including typically developing children in a special education classroom. In very low grades (e.g., kindergarten), typically developing children may stay in the classroom all day or for a large part of the day. In higher grades, they may join 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 structured objectives, but also allow for inter/post planning.
* Proceed from the simple to the complex by using discrete task analysis, which breaks up the learning into its parts.
* Use a step-by-step approach, teaching in small bites, with much practice and repetition.
* Reinforce abstract concepts with concrete examples, such as looking at a map while learning compass directions or walking around a neighborhood to read street signs.
* Think about possible accommodations and modifications that might be needed such as using a digital recorder for notes, reducing the amount of spelling words, and having enrichment activities prepared.
* Incorporate sensory elements: visual, auditory, and kinesthetic ones, like writing letters in salt trays or creating acute, right, and obtuse angles with chopsticks.
* Teach to strengths to help students compensate for weaknesses such as hopping to math facts, if a child loves to move about, but hates numbers.
* Concentrate on individual children, not syndromes.
* Provide opportunities for success to build self-esteem.
* Give positives before negatives.
* Use modeling with both teachers and peers
* Relate learning to children’s lives using interest inventories.
* Remember the basics such as teaching student’s proper hygiene, social skills, respecting others, effectively listening, or reading directions on a worksheet, in addition to the 3R’s: Reading, writing and arithmetic.
* Establish a pleasant classroom environment that encourages students to ask questions and become actively involved in their learning.
* Increase students’ self-awareness of levels and progress.
* Effectively communicate and collaborate with families, students and colleagues, while smiling; it’s contagious

**Conclusion**

The most important thing to remember is that each case is unique. What works for one student may not work for the next. Staff, parents, and sometimes even the child, should collaborate to ensure that the approach chosen is the one which best meets the needs of the student.

Preparing classrooms to incorporate all students into the curriculum takes time and energy. Classroom teachers know it is not an easy task, but with preparation, training, persistence and planning, along with a sincere belief that all the students will succeed.

In a broader 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 inclusion classrooms and adapting strategies may be the first step towards creating a more diverse workforce and world. The advantages of inclusion need to be weighed carefully against the possible disadvantages in specific situations.

**References**

Ainscow, M. (Ed.) (1991). Effective Schools for All. London: Fulton.

Ainscow, M. (1994). Special Needs in the Classroom: A Teacher Education Guide. Kingsley/UNESCO.

Atkinson, D., Jackson, M. and Walmsley, J. (1997) Forgotten Lives: Exploring the History of Learning Disability. Kidderminster: BILD.

Avramidis, E., Bayliss, P. & Burden, R. (2000). A Survey into Mainstream Teachers' Attitudes Towards the Inclusion of Children with Special Educational Needs in the Ordinary School in one Local Education Authority. Educational Psychology, 20 (2), 193-213.

Dash, N. (2006). *Inclusive education*, New Delhi: Atlantic.

Dunn, L M. (1968). Special education for the mildly retarded: Is much of it justifiable? Exceptional Children, 35, 5-22.

Ejieh, C.M. (2009). The Universal Basic Education as an effective strategy for meeting the Millennium Development Goals in Nigeria. *Nebula*, 6.1.Retrieved 22.10.17, from: [http://www.iiav.nl].

Information about extension of SSA. Retrieved 22.10.10, from:[ssa.nic.in]

Jenkinson, J.C. (1997) Mainstream or Special? Educating Students with Disabilities. London: Routledge.

Kliewer, C. (1998). The meaning of inclusion. Mental Retardation, 36, 317-322.

Mani,. M.N.G. (2000). Inclusive Education in Indian Context, Coimbatore:

Sri Ramakrishna Vidyalaya.

Mohanty, S.B. (1985). Universalization of Primary Education in India: Lessons of experience and pointers for action. Retrieved 22.10.16, from: [http://unesdoc.unesco.org].

Nagarajan, K. (2009). *Education in the Emerging Indian Society*. Chennai: Printech India

Oliver, M. and Barnes, C. (1998). Disabled People and Social Policy: From Exclusion to Inclusion. London: Longman.

|  |
| --- |
| Rashtriya Madhyamik Shiksha Abhiyan (RMSA) to Set Up More Schools in Deficit Areas. Retrieved 23.10.17, from: [ <http://updates.highereducationinindia.com>] |
| Rashtriya Madhyamik Shiksha Abhiyan: A scheme for universalization of access to and improvement of quality at the secondary and higher secondary stage. Retrieved 13.10.17, from: [http://planipolis.iiep.unesco.org]. |
| Recommendation for extension of SSA. Retrieved 22.10.17, from: [http://www.education.nic.in] |
| Right to Education Act. Retrieved 22.10.17, from: [http://en.wikipedia.org]. |
| Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan. Retrieved 20.10.17, from: [www.educationforallinindia.com]. |
| Sarva Shiksha Abhiyan. Retrieved 3.10.17, from: [http://ssa.nic.in]. |
| Sarva Shiksha Abhiyan: A programme for Universal Elementary Education- Manual for Planning and Appraisal. (2004). Department of Elementary Education and Literacy. Ministry of Human Resource Development. Retrieved 14.10.17, from: [http://planipolis.iiep.unesco.org].  Sharma, K. and Mahapatra, B.C. (2007). Emerging Trends in Inclusive Education. Delhi,  Mehra offset Printers.  Smith, C. R. (1998). Learning disabilities: the interaction of learner, task, and setting.  Boston, Allyn and Bacon. |