

**Symbiosis College.**

**International Conference.**

**On: 10<sup>th</sup> and 11<sup>th</sup> March 2017.**

**Title: Practical strategies to promote inclusion in Distance  
education.**

**By:**

**Qusai Khalid Abdalhameed. (Iraq)**

**Institute of Advanced studies In English.**

## **Title: Practical strategies to promote inclusion in Distance education.**

**Abstract:** In Distance Education “Inclusion”, is the part that is most favoured, it represents the belief that all students should be treated equally and that students with disabilities should be integrated into mainstream classrooms whether or not they meet traditional curriculum standards. Research has shown that inclusion promotes the idea that students with disabilities should begin in a regular classroom and be removed only when appropriate services can no longer be provided. This paper also shares practical strategies that could be used by teachers to enhance their teaching as well as encourage and promote the ethos of inclusion within the classroom as well as for distance education. In the learning field where there is distance education there Inclusion is covered and so it helps to blossom in distance education.

### **The pupil**

- The pupil is made aware of that their learning goals may be different due to the difficulties they face.
- The pupil receives support in the form of Accommodations.
- The pupil is involved in distance learning as per their own learning style as per their own convenience and space or time.
- New staff, substitute and temporary teachers and classroom consultation assistants be made aware of the Provision is made within the school for student with disabilities through rigorous training of school staff.
- Teachers make provisions in their planning for pupil’s bases on their needs.
- Home-schooling is also promoted to help students learn.
- Procedures are in place to aid transition from one grade level to the next.

### **Working in partnership with pupils**

- Pupils are involved and are helped to understand their difficulties. Their achievements are acknowledged.
- Pupils are involved in Individual learning patterns.
- Pupils’ strengths, interests and needs are identified and included in general planning.
- The stigma is removed and peer support for pupils are provided.

- Effective communication is in place for parents. Parents are encouraged to express concerns as they occur.

## **Strategies to promote Inclusion in Distance Education:**

Introduction:

Inclusion is a developing concept. It is usually understood as education of children with disabilities in regular schools, it makes the school a place of education for all and manages to meet the individual needs of each student. This is usually done in the form of accommodations, modifications and exemptions. Accommodations and modifications are adaptations made to the environment, curriculum, method of instruction and/ or assessment methods so as to make the child with disabilities feel successful which in turn encourages active participation in almost all activities be it within the classroom or the school.

Accommodations are changes made to HOW the student accesses the information. It does not change the level, content or the performance criteria. These changes provide the student with equal access to learning and equal opportunity to showcase their work.

Accommodations can include changes in:

- Presentation of a lesson
- Teaching strategies used
- Time / schedule
- Environment
- Equipment used
- Assignment structure

Modifications are changes in what a student is expected to learn. These changes provide a student with opportunities to meaningfully and productively participate with his/her peers in the classroom and/ or the school.

Modifications include changes in:

- Instructional level
- Content/curriculum
- Performance criteria

- Assignment structure

Children are all made up of certain characteristics, mental as well as physical. Based on the needs of the individual child the accommodations and modifications need to be chosen. Some examples of accommodations and modifications are mentioned below.

- Use of visual reminders and cues all over the classroom be it rules, procedures etc.
- Include hands-on experiences like experiments or projects while teaching for better understanding
- Vocabulary shared with the student before the chapter is introduced so that they can be prepared
- Allow for additional response time.
- Provide study notes for those who have difficulty with speed.
- Use of highlights or colour codes.
- Physically move closer to the student before asking them a question, letting them know that you intend to ask them the answer thus giving them time to mentally prepare.
- Involve them in classroom jobs like distributing books or passing out paper.
- Reduce amount of writing where required.
- Allow additional time for writing
- Provide close up model rather than showing of pictures, board or overhead screens.
- Placement of alphabet or number strip for reference.
- Use of print instead of cursive.
- Partnering of students so that they can read aloud to each other.
- Provide summaries of chapters
- Allow use of word processor develop a spelling dictionary for the frequently misspelled words
- Teach spelling rules.
- Teach mnemonics to help spell difficult words.
- Provide easy to read dictionary of math terms.
- Allow use of multiplication charts and the number line.
- Encourage use of calculators where necessary
- Use of word banks
- Make assignments more visually organized.
- Provide multiple choice questions.

- Read the test out loud
- Allow student to take the test on the question paper and not a separate answer sheet
- Allow breaks while testing.
- Administer in a quiet place where necessary
- Narrow the depth of the curriculum where needed.
- Give work in smaller amounts

### ***Conclusion / Summary:***

Education is the corner stone of responsible citizenship and school is the place that introduces students to a community which helps them develop a sense of social responsibility and social relationships, hence when schools are inclusive we are paving the way for an inclusive community or in the larger picture an inclusive society. Distance Education bridges these gaps and makes up for the education scenario.

Education is not only a basic human right but also a vehicle for social inclusion and in turn for social change because we are willing to accept individuals as they are irrespective of their disabilities. Inclusion reflects change in the social and political climate where the focus is on thinking about the accommodation of differences. The main aim is to ensure that all students participate in the classroom with their same aged peers and develop emotionally, intellectually, physically and socially to their fullest ability.

It is our job, as education professionals, to ensure that children who are experiencing serious difficulties, do not feel responsible for these or for the interpersonal and practical issues that arise from them. Furthermore, we must ensure that all of the important people in a child's life understand the nature and origin of these difficulties, and can empathise with the child. It is also our responsibility to ensure that these adults know how to minimise the stresses on the child, as well as how to maximise the child's capacity to access the curriculum and learn. Achieving this aim requires work with parents and teachers as well as with colleges of education.

## References:

- *Doyle, M.B. (2002). The guide to the inclusive classroom: Working as a team. Clochester, Vermont: Paul Brooks Publishing Co.*
- *Friend, M. and Bursuck, W. (2002). Including students with Special Needs: A practical guide for classroom teachers. Boston: Allyn and Bacon.*
- *Hammeken, P. (2003). Inclusion: An essential guide for the paraprofessional. Minnetonka, Minnesota: Peytral Publications.*
- [www.csu.edu.au/courses/master-of-inclusive-education](http://www.csu.edu.au/courses/master-of-inclusive-education)
- [www.csu.edu.au/courses/graduate-diploma-of-inclusive-education](http://www.csu.edu.au/courses/graduate-diploma-of-inclusive-education)
- [www.mastersportal.eu/studies/3030/inclusion-and-special-educational-needs.html](http://www.mastersportal.eu/studies/3030/inclusion-and-special-educational-needs.html)
- [bctf.ca/diversity/BC-projects/SEA-InclusionPaper.pdf](http://bctf.ca/diversity/BC-projects/SEA-InclusionPaper.pdf)
- [www.ukessays.com/essays/education/inclusion-in-the-classroom-a-critical-review-education-essay.php](http://www.ukessays.com/essays/education/inclusion-in-the-classroom-a-critical-review-education-essay.php)
- [www2.uwstout.edu/content/lib/thesis/2005/2005bergs.pdf](http://www2.uwstout.edu/content/lib/thesis/2005/2005bergs.pdf)