

# **Inclusive Education in Adult Learning**

## **AEU07321**



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**Institute of Adult Education**  
**Bachelor of Adult and Continuing Education – Through ODL**

P. O. Box 20679,  
Dar es Salaam,  
Bibi Titi Mohamed Street,  
Tel: +255 22 2150838  
Email: [info@iae.ac.tz](mailto:info@iae.ac.tz)  
Website: [www.iae.ac.tz](http://www.iae.ac.tz)

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Dr. Julius Chaligha:	Head, Adult and Continuing Education Studies Department
Dr Anathe Kimaro:	Institute of Adult Education (Writer)
Sebastian Bekko:	Institute of Adult Education (Reviewer)
Eric Samba:	Institute of Adult Education (Editor)

.....

Dr. Michael Ng’umbi  
**Director**  
**Institute of Adult Education**

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## About this module

This module has been produced by the Institute of Adult Education. All modules are structured in the same way, as outlined below.

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## How this module is structured

### The module overview:

Dear learner, the module overview gives you a general introduction to the module. Information contained in the module overview will help you determine:

- If the module is suitable for you
- What you will need to know
- What you can expect from the module
- How much time you will need to invest to complete the module

The overview also provides guidance on:

- Study skills
- Where to get help
- Unit assignments and assessments
- Activity icons
- Units

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We strongly recommend that you read the overview *carefully* before starting your learning.

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### The module content:

The module is broken down into units. Each unit comprises:

- An introduction to the unit content
- Terminologies
- Core content of the unit with a variety of learning activities
- Unit reflection
- Unit assignments

### Resources

For those interested in learning more on this subject, we provide you with a list of additional resources at the end of this module.



## Your comments

Dear learner, after completing this module, we would appreciate it if you would take a few moments to give us your feedback on any aspect of this module. Your feedback might include comments on:

- Module content and structure
- Module reading materials and resources
- Unit assignment.
- Module assessments
- Module duration
- Module support (assigned tutors, technical help, etc.)

Your feedback will help us to improve this module.



## Module overview

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### Welcome to this module

Dear learner, as a prospective adult education facilitator or expert, you will learn about inclusive education. The module will enable you to gain knowledge and understanding of inclusive education. This module comprises five units. Unit one defines inclusive education concepts. The second unit is all about strategies to accommodate learners with special needs. Unit three modes of special needs education delivery systems Unit four legal and policy issues. Unit five focuses on attitudes and stigma against students with special needs. I hope you will enjoy the module. Welcome!

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### General competence



After completing this module, you should be able to gain knowledge, analytical skills, and an understanding of inclusive education. You will also understand strategies to accommodate learners with special needs. This module will enable you to fulfil your duties and responsibilities as a learner and future adult education facilitator.

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### Study skills



Essentially, you will be taking control of your learning environment. As a result, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to acquaint yourself with areas such as essay planning, coping with exams, and using the web as a learning resource. Your most significant considerations will be time and space, i.e., the time you dedicate to your learning and the environment in which you engage in that learning.

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## Need help?



Dear learner, in the course of your study, you may need help with various issues such as the location of and how to get support from resource centres, clarification of various issues pertaining to your study materials, i.e., modules, and so on. If this happens, you are advised to ask for help from your centre coordinator or facilitator. You can also visit the website of the Institute of Adult Education, which is [www.iae.ac.tz](http://www.iae.ac.tz), or call +255 22 2150838 and ask for help.

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## Module assessment



After each unit, you will be required to attempt one-unit assignment. This is not meant for submission, rather, for reflection on what you have learned in the whole module. You will also do tests and assignments for submission as guided by your module facilitator. Finally, you will sit for semester examinations to accomplish your assessment.











## Getting around this module

### Margin icons

While working through this module, you will notice the frequent use of margin icons. These icons serve to "signpost" a particular piece of text, a new task, or a change in activity. They have been included to help you find your way around the module.

A complete icon set is shown below. We suggest that you familiarize yourself with them and their meaning before starting your study.

 Reflection	 Assessment	 Assignment	 Help
 Learning Outcomes	 Module Outcome	 Help	 Reflection





# Unit 1

## Concepts of Inclusive

### Introduction

Dear learner, welcome to this unit, where you will be introduced to the concept of inclusion. The specific contents addressed in the chapter include the definition of inclusion, the concept of inclusion, the inclusion shift from special education to integrated education, the rationale for inclusion, factors that influenced the development of inclusion, the benefits of inclusion to students, teachers, parents, and society, an inclusive school and classroom environment, strategies to implement inclusion in teaching and learning processes, and barriers to inclusion.

### Learning Outcomes



Dear learner, upon completion of this unit, you should be able to:

- Describe the meaning of inclusion and the concept of inclusion in education;
- Explain the principles of inclusion;
- Differentiate the major rationales for inclusion; and
- List factors that influenced the development of inclusion and benefits of inclusion.

### Meaning and Concept of Inclusion in Education

Dear learner, inclusion is the act or state of being included within a group. It also means the act of including someone as part of a group, list, etc. There is a lot of debate regarding the meaning of the term inclusion in the education field. For some scholars, it means "mainstreaming" students. Under the concept of mainstreaming, students with disabilities are taught in resource programmes until their academic skills increase to the same level, or very nearly the same level, as their same-age peers in regular classrooms. Students with disabilities will then be "mainstreamed" into the general education setting. Thus, the emphasis is on changing the learner to better fit the "regular" system of education.



On the other hand, the concept of inclusion places emphasis on changing the system rather than the learner. This has two aspects: legal and philosophical. This is to say, legally, according to the 1992 People with Disability Act (PWD), learners with disabilities are to be educated in the "least restrictive environment". To many professionals, parents, advocates, and consumers, this refers to the general classroom or regular classroom. Philosophically, there is a movement towards a more inclusive society that does not separate and segregate individuals based on differences that are often misunderstood. If we accept inclusion, then our schools in Tanzania must mirror this inclusive, diverse society.

## Origin of Inclusion

For years, the traditional education system worldwide has provided special education and related services to students with disabilities. As the educational, social, political, and economic needs of society underwent rapid change, it became increasingly evident that these traditional ideas of schools and classrooms were becoming outdated. The effectiveness of current education systems was questioned, and as a result, the concept of "inclusive school practices" was widely discussed as a philosophical basis for the development of one education service delivery system to serve all learners.

Inclusive education has evolved as a movement that seeks to challenge exclusionary policies and practices. It can be regarded as part of a wider struggle against the violation of human rights and unfair discrimination. It seeks to ensure that social justice in education prevails. It is generally agreed that inclusive education has its origins in the human rights proclaimed in the 1948 Universal Declaration of Human Rights, which states that everyone has the right to education.

During ancient times, many people with disabilities were sentenced to death at birth. Those who escaped were segregated and excluded completely from society. It was understood that disability was an evil for mankind, and families who had people like this were subjected to the disgrace of gods. People with disabilities were treated like animals, seeing their human condition neglected because they were seen as devil children, and as such, they were associated with witchcraft and therefore suffered persecution and were subject to judgment. In those days, people were more



protectionist towards these individuals, nevertheless, they were kept isolated and segregated, even among their own family members, or they were institutionalized as they were seen as a threat to society.

Modern times eliminated some prejudices towards the handicapped, who are now considered exceptional and able to benefit from their human rights, treatment, and social integration (Silva, 2009).

The movement towards inclusion was supported by the Salamanca Statement, which was supported and approved by representatives of several countries and international organizations in 1994. Some ideas in this statement are that:

1. Every child has a fundamental right to education and must be given the opportunities to achieve and maintain an acceptable level of learning.
2. Every child has unique characteristics, interests, abilities, and learning needs.
3. The education system should be designed and educational programs implemented to take into account the wide diversity of these characteristics and needs.
4. Those with special education needs must have access to regular schools, which should accommodate them within a child-centred pedagogy capable of meeting these learning needs.

In 2000, at the world education forum in Dakar, we could see that inclusive education meant that. The concept of inclusive education has emerged in response to a growing consensus that all children have the right to a common education in their locality, regardless of their background, attainment, or disability.

According to education specialists, we can say an inclusive school does not happen by chance; it is built, obviously depending on the political will but above all on the answers given by both the community and school.

### **Types of inclusion**

According to Fraser (1999), there are two different types of inclusion that social policy researchers aim to improve for marginalized groups such as people with disabilities: **relational**



**and distributional. Relational inclusion** involves people's sense that they are valued as much as other members of society; **distributional inclusion** involves parity of access to social and economic opportunities. Respect and non-discrimination are required for the first type of inclusion. Equality of wellbeing and participation (group access to education, employment, etc.), identified through empirical measures of outcomes, are required for the second type. In an educational context, inclusion can be of two types. Partial inclusion and full inclusion

Dear Learner, after knowing the meaning, origin, and types of inclusion, let us now understand the concept of inclusion in the field of education. Various scholars have tried to define the inclusive education field in various ways, including:

- a) Inclusion refers to the education of all children with various disabilities and/or diversities in the overall general educational structure by adapting the complete educational system to include the school structure, infrastructure, methodology, curriculum, and classroom management.
- b) Inclusion in education refers to a model wherein students with special needs spend most or all of their time with non-special (general) education students. It arises in the context of special education with an individualized education programme and is built on the notion that it is more effective for students with special needs to have a mixed experience for them to be more successful in social interactions, leading to further success in life.
- c) Inclusive education can be defined as providing education facilities that suit the needs of all as per their limitations and strengths.
- d) Inclusion in education is the process of educating all children in a common classroom where a teacher takes care of the diverse needs of the students by adopting a suitable methodology.
- e) Inclusion in education refers to an education system that is open to all learners, regardless of poverty, gender, ethnic background, language, learning difficulties, and impairments. It emphasizes that all children and students can learn and need some form of support for learning and active participation.



- f) Hence, inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum.

## Principles of Inclusion

The fundamental principle of inclusion is that all persons should learn, work and live together wherever possible, regardless of any difficulties or differences they may have. Inclusive education extends beyond special needs arising from disabilities and includes consideration of other sources of disadvantage and marginalization, such as gender, poverty, language, ethnicity, and geographic isolation. UNESCO (2005) has provided four major inclusion principles that support inclusive practice. These include:

- a) Inclusion is a process. It has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with differences and how to learn from them. Differences come to be seen more positively as a stimulus for fostering learning amongst children and adults.
- b) Inclusion is concerned with the identification and removal of barriers that hinder the development of people with disabilities. It involves collecting, collating, and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving.
- c) Inclusion is about the presence, participation, and achievement of all people. 'Presence' is concerned with where persons are provided and how reliably and punctually they attend; 'participation' relates to the quality of their experiences and must incorporate the views of learners and/or workers; and achievement is about the outcomes of learning across the curriculum, not just test and exam results.
- d) Inclusion places a particular emphasis on those who may be at risk of marginalization, exclusion, or underachievement. This indicates the moral responsibility to ensure that those at risk



are carefully monitored and that steps are taken to ensure their presence, participation, and achievement.

## Rationale for Inclusion

Dear students, why do you think inclusion in education is implemented in many countries of the world? The implementation of inclusion has a number of rationales. The major ones include educational, social, legal, economic, and inclusive foundations for society.

### Educational Foundations

- a) Learners do better academically, psychologically, and socially in inclusive settings.
- b) More efficient use of education resources
- c) decreases dropouts and repetitions
- d) Teachers' competency (knowledge, skills, collaboration, satisfaction)

### Social Foundation

- Segregation teaches individuals to be fearful.
- All individuals need an education that will help them develop relationships and prepare them for life in the wider community,
- Only inclusion has the potential to reduce fear and build friendship, respect, and understanding.

### Legal Foundations

- All individuals have the right to learn and live together.
- Human beings should not be devalued or discriminated against by being excluded or sent away because of their disability.

### Economic Foundation

- a) Inclusive education has economic benefits, both for individuals and for society.
- b) Inclusive education is more cost-effective than the creation of special schools across the country.
- c) Children with disabilities go to local schools.
- d) Reduce wastage from repetition and dropout.
- e) Learners with disabilities live with their families and use community infrastructure.



- f) Better employment and job creation opportunities for people with disabilities

## Factors that Influenced the Development of Inclusion

Dear learner, inclusive education is facilitated by many influencing actors. Some of the major drivers include:

**Activists and advocates:** the combined voices of primary stakeholders—representatives of groups of learners often excluded and marginalized from education (e.g., disabled activists; parents advocating for their children; child rights advocates; and those advocating for women and girls and minority ethnic groups).

**The quality education and school improvement movement:** in recent times, the issues of quality, access, and inclusion are strongly linked and contribute to the understanding and practice of inclusive education as being the responsibility of education systems and schools.

**Special educational needs movement:** the new thinking of the special needs education movement, as demonstrated in the Salamanca Statement, has been a positive influence on inclusive education, enabling schools and systems to really respond to a wide range of diversity.

**Involvement of International Agencies:** The UN is a major influence on the development of inclusive education policy and practice. Major donors have formed a partnership to speed progress towards the EFA goals. For example, UNESCO

Involvement of NGOs movements, networks, and campaigns: a wide range of civil society initiatives, such as the Global Campaign for Education, seek to bring policy and practice together and involve all stakeholders based on different situations.

**Other factors include** the current world situation and practical experiences in education. The current world situation presents challenges such as the spread of HIV/AIDS, political instability, trends in resource distribution, the diversity of the population, and social inclusion. This necessitates the implementation of inclusion to solve the problems. On the other hand, practical experiences in education offer lessons learned from failure and success in



mainstream, special, and inclusive education. Moreover, practical demonstrations of successful inclusive education in different cultures and contexts are a strong influence on its development.

## Benefits of Inclusion:

It is now understood that inclusion benefits communities, families, teachers, and students by ensuring that learners with disabilities attend school with their peers and providing them with adequate support to succeed both academically and socially.

### Benefits for Students with Special Needs

- a) In inclusive settings learners develop:
- b) Appropriate models of behaviour
- c) They can observe and imitate the socially acceptable behaviours of the students without special needs.
- d) Improved friendships in the social environment
- e) Increased social initiations, interactions, relationships, and networks
- f) Gain peer role models for academic, social, and behavioural skills.
- g) Greater access to the general curriculum
- h) enhanced skill acquisition and generalization in their learning
- i) Improved academic achievement leads to quality education services.
- j) Attending inclusive schools increases the probability that students with special needs will continue to participate in a variety of integrated settings throughout their lives.

### Benefits for Persons Without Special Needs Education

Students without special educational needs will:

- a) serve as peer tutors during instructional activities,
- b) have a variety of opportunities for interacting with their age peers who experience special education needs in inclusive school settings,
- c) Play the role of a special friend during lunch or on the playground.



- d) Learn that students with special education needs have many positive characteristics and abilities.
- e) Have increased appreciation, acceptance, and respect for individual differences among human beings that leads to increased understanding and acceptance of diversity.
- f) Get greater opportunities to master activities by practicing and teaching others.

### **Benefits for Teachers**

Dear learner, inclusive education has benefits for teachers. The benefit includes: developing their knowledge and skills to meet diverse student needs and ability differences; enhancing their skills to work with their stakeholders; and gaining satisfaction in their profession, among other aspects.

- a) They have more opportunities to learn new ways to teach different kinds of students.
- b) They gain new knowledge, such as the different ways children learn and can be taught.
- c) They develop more positive attitudes and approaches toward different people with diverse needs.
- d) They have greater opportunities to explore new ideas by communicating more often with others from within and outside their schools, such as in school clusters or teacher networks, or with parents and community members.
- e) They can encourage their students to be more interested, more creative, and more attentive.
- f) They can experience greater job satisfaction and a greater sense of accomplishment when ALL children succeed in school to the best of their abilities.

### **Challenges that Hinder Full Inclusive Education**

- a) Teachers' deficiencies in knowledge about students with special needs
- b) Parents of regular children threatened to pick their children away if the school included pupils with disabilities.
- c) Superstition. Harmful beliefs create significant barriers to



inclusion. In some instances, as a result of misguided beliefs, children with disabilities are not permitted to attend regular schools. For example, fear and ignorance about the causes of epilepsy can result in exclusion from school for children with seizure disorders.

- d) Overcrowded classes in regular schools
- e) Attitudinal barriers. The dominant issues hindering teachers to teach inclusively include attitudinal barriers, a lack of skills to implement inclusive practices and strategies, and the school community as a whole's attitude towards persons with disabilities, which is detrimental to inclusion.
- f) Lack of support from parents or guardians. Sometimes parents or guardians do not visit the schools even when invited.
- g) Lack of relevant teaching and learning materials, e.g., braille
- h) Bullying. In some instances, students with disabilities may also face violence, abuse, or social isolation in regular schools.
- i) Poverty.

### What is to be done to achieve inclusion?

Dear learner, any measures to achieve genuinely inclusive education must, therefore, address attitudinal barriers, including by educating parents, teachers, and students on the rights of persons with disabilities. The key recommendations that governments and other stakeholders should undertake to facilitate the inclusion of persons with disabilities in education may be summarized as follows:

- a) Review legal frameworks comprehensively, including constitutional provisions, education legislation, and non-discrimination law, among others. The laws should specifically require the provision of reasonable accommodations to enable children with disabilities to access school.
- b) Improve coordination of all disability-related ministries by ensuring that responsibility for coordination of inclusive education is vested within a single ministry.
- c) Introduce accurate data gathering on disability and the education of children with disabilities. This data should be disaggregated on the basis of disability type and gender.



- d) Allocate resources for inclusive education, directing funding towards inclusive education goals such as improving the physical accessibility of all schools, improving information accessibility within all schools, and improving public transportation accessibility. Planning must be undertaken in each of these areas with sufficient resource allocation to achieve accessibility progressively.
- e) Train educators on how to effectively accommodate learners with disabilities. In order to advance inclusive education, "special needs" or inclusive education training should be incorporated into the general education curriculum for all teachers.
- f) Disabled persons' organizations should be included as participants and expert resources in teacher training, advocacy, and sensitization of inclusive education.
- g) Create public service and awareness campaigns targeted at all youth, promoting inclusion of persons with disabilities to combat stigma.
- h) Involve other key stakeholders at all levels of the education system, such as private education schools, universities, and facilities, to further strengthen progress towards promoting inclusive education.
- i) Ensure that access to remedies and complaint mechanisms is provided for students with disabilities and parents of children with disabilities in cases of discrimination, including physical or informational inaccessibility, unequal treatment based on disability, a lack of adequate support and services for students with disabilities, and the failure to provide reasonable accommodation.
- j) There must be school improvement for all: - physical environment accessibility or conduciveness to teaching and learning.
- k) The child must be at the centre of the curriculum; - Child's needs and interest must be pursued, - Least restrictive environment, - Equal opportunity.
- l) There must be flexible teaching methods: individual attention,



age-appropriate vocabulary, and methods suitable to his intellectual observation.

- m) Reduction in drop-outs and class repetition; - Working at the level of the child's learning and interest; - Retention
- n) well-supported teachers and schools; - teacher motivation; - teachers own creativity and innovation; Workshop; in-service training; team teaching; cooperative learning
- o) Parents and community involvement
- p) Appropriate teaching aids and equipment include hearing aids, an augmentative communication board with stylus and frame, braille machines and papers, and magnifying glasses.
- q) Curriculum: The curriculum at all levels must be made disability-inclusive, ensuring that the voice and image of persons with disabilities as participants in curricula are reflected in them. Educational materials should be made available in accessible formats, such as Braille, and in easy-to-read and understand forms.

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## Unit Reflection



Dear learner, try to link inclusion and inclusive education

Are there any other definitions of inclusion and inclusive education that you can come up with?

In your own understanding, can you define the term inclusive education?

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## Unit Assignment



Do the following questions, and remember to put your work in your portfolio:

1. How are inclusion and inclusive education defined?
2. Describe the development of inclusive education.
3. Describe the principles of inclusion
4. What are the factors influencing the development of inclusion?
5. In pair, try to discuss place of inclusive education in Tanzania



## Unit 2

### Strategies to Accommodate Learners with Special Needs

#### Introduction

Dear learner, welcome to unit two of our module on inclusive education in adult learning. In this unit, we will learn about categories of learners with special needs and identify strategies a teacher may use to accommodate them in a classroom setting. Before moving further, let us have a common understanding of who is a learner with special needs. In brief, learner with special needs, refers to an individual or a learner who requires extra or special assistance from an expert like a teacher, nurse, or psychologist for disabilities that may be medical, mental, or psychological.

#### Learning Outcomes



Upon completion of this unit, you should be able to:

- Describe categories of learners with special needs;
- Analyse identification and assessment methods; and
- Provide intervention strategies.

#### Categories of Learners with Special Needs

Dear learner, there various categories of learners with special needs to include: those with hearing impairment, visual impairment, mental retardation, learning disabilities, communication disorders, physical impairment, and gifted and talented learners.

##### Leaners with Hearing Disabilities

According to Pasonella and Care (1981), hearing impairment is a generic term indicating a continuum of hearing loss from mild to profound, which includes the sub-classifications of the hard-of-hearing and deaf.



### Hard of hearing

This term is used to describe persons with enough residual hearing to use hearing (usually with a hearing aid) as a primary modality for the acquisition of language and communication with others. Whether it is permanent or fluctuating, it ranges between 21 and 69 Db (decibels). This condition can adversely affect the learner's educational performance to some extent.

### Deaf

This term is used to describe persons whose sense of hearing is non-functional for ordinary use in communication, with or without a hearing aid. The hearing loss is usually above 70dB. It is so severe that the person is impaired in processing linguistic information which adversely affects educational performance. The disability precludes the successful processing of linguistic information through audition, with or without a hearing aid. Everyone using sign language and belonging to that community is deaf. There are many ways of categorizing deafness

- Congenitally deaf (born deaf),
- Adventurously deaf (deafness acquired sometimes after birth)

More specifically, it can be categorized as follows:

- Pre-lingual deafness (present at birth or before speech is developed); and
- Post-lingual deafness (occurring after the development of speech)

### Types of hearing impairment

Understanding the types of hearing loss is very important for various reasons. It is important in the planning of educational programs to solve parent anxiety, to take preventive and interceptive measures, etc. There are three types of hearing impairment: conductive, sensory neural, and mixed hearing loss.

**Conductive Hearing Loss:** Such a loss reduces the intensity of sound reaching the inner ear, where the auditory nerve begins. To reach the inner ear, sound waves in the air must pass through the external canal of the outer ear to the eardrum, where the vibrations



are picked up by a series of bone-like structures in the middle ear and passed on to the inner ear. The sequence of vibrations may be blocked anywhere along the line. Malformations may block the external canal; the eardrum may be broken or unable to vibrate; the movements of the bones in the middle ear may be obstructed. Any condition hindering the sequence of vibrations or preventing them from reaching the auditory nerve may cause a conduction loss.

**Sensory-neural Impairment:** This involves damage to the fine structures in the inner ear or auditory nerve that transmits the impulse to the brain. Sensorineural hearing loss may be complete or partial and may affect some frequencies, especially the high ones, more than others. There is also central auditory disorder, which results from damage to the central nervous system. This loss results in problems with auditory comprehension and discrimination.

**Mixed Hearing Loss:** When both conductive and sensorineural losses are present, the loss is classified as a mixed hearing loss. There may be a significant gap between air and bone conduction thresholds, but the air conduction component of the loss may be resolved. Many people with mixed losses can benefit from amplification, although some have problems similar to those with sensorineural losses.

### **Causes of hearing impairment**

The causes of hearing impairment can be studied in several ways, that is, in terms of the birth period as prenatal, perinatal, and postnatal; genetic and environmental factors, chromosomal abnormalities, diseases, toxins, etc.; and in terms of ear structure: outer, middle, and inner. The following are some of the causes of hearing impairments: Maternal rubella, hereditary diseases, prematurity, pregnancy complications, trauma, and Rh incompatibility

### **Identification, assessment, and intervention**

#### *Identification*

If a learner is deaf or severely hard of hearing, preliminary identification is usually done by parents and teachers, or there are



several symptomatic behaviors that are used to determine whether a hearing impairment is present. The following symptoms are mentioned:

- a) slowness in responding to simple verbal instructions, with frequent requests for repetition;
- b) Reluctance to participate in an oral activity and little interest in the following story
- c) complaints of earache, full or popping ears, or a visible discharge from the ear;
- d) Giving inappropriate answers to questions; watching and following what other learners do.
- e) inattention, the distraction of others, and more responsiveness in quiet conditions.
- f) louder or softer voice than is usual
- g) Searching visually to locate a sound source or turning heads to give one side an advantage
- h) Failure to turn immediately when called by name unless other visible signals are given
- i) Particularly, difficulties in verbally related skills such as reading, phonics work, sound blending and discrimination, and writing, with better skills in practical areas,
- j) Speech limited in vocabulary or structure and use of gestures

### *Assessment*

Among the several techniques of assessment, the most practical methods that can be employed in screening a learner with hearing problems are:

#### **i) Audiological (hearing) assessment**

- a) Careful observation of the main symptoms of hearing loss mentioned above
- b) Studying the causes of loss and its consequences in collaboration with parents;
- c) Distraction tests involve introducing a sound source behind and to either side of the learner. The learner's response may be an obvious turning of the head.



- d) Co-operation testing is where testing is done as a game. The learner is encouraged to respond to simple instructions, for instance, putting a brick in a box or a ring on a peg, and
- e) Audiometric assessment.
  - Communication Assessment
  - Assessment of speech and language development
  - Psycho-educational assessment, and
  - Personality assessment

### *Intervention*

In the practical instructional process, the school and the teachers for the hearing-impaired should pay attention to the following tips during the teaching and learning process:

- a) teaching small groups of hearing-impaired students who function on different levels;
- b) developing and adopting instructional materials and enhancing positive self-concept;
- c) reducing the distance between student and speaker as much as possible
- d) speaking slowly and with a clear, stressful articulation
- e) reducing background noise as much as possible
- f) seating learners near the centre of desk arrangements and away from distracting sounds
- g) using face-to-face contact as much as possible.
- h) using visual cues when referring to objects in the classroom and during instructional presentations
- i) having classmates take notes during oral presentations for students to transcribe after the lessons; and
- j) encouraging independent activities, cooperative learning, and social skills.

## **Children with Visual Disabilities**

Categorically, learners with visual disabilities include partially sighted learners and blind learners. Partially sighted learners include learners who, by reason of impaired vision, cannot follow



the normal regime of ordinary schools without detriment to their sight or to their educational development but can be educated by special methods involving the use of sight. Such learners use print materials but may need modifications such as enlarged print or the use of low vision aids with magnification. This population may be able to read ink prints with or without lenses. With the increase in the severity of visual problems, there is a greater need for magnifying lenses.

On the other hand, blind learners include those who are totally without sight or have little vision and who must be educated through channels other than sight, for example using Braille or audio tapes. They may have a series of difficulties in reading and writing ink prints, even with powerful magnifying lenses.

### Causes of visual impairment

In spite of several limitations to identifying visual impairment, the workers and specialists reported the following casual factors of visual impairment:

**Refractive Errors:** The light rays that enter the eye do not fall exactly on the retina, and myopia (near-sightedness) results. Near-sighted people can see things that are near them, but they cannot distinguish images at a distance. When the eyeball is too short, the images fall at the back of the retina, causing hyperopia (farsightedness). Farsighted persons see things better at a distance; however, the effort to view things better at a distance requires excessive accommodation of the lens curvature and can cause fatigue and restlessness.

**Astigmatism.** This refers to distorted or blurred vision caused by irregularities in the cornea or other surfaces of the eye; both near and distant objects may be out of focus.

**Amblyopia/lazy eye.** Refers to a dimension of vision in one eye, causing suppression of the weaker eye and the use of only the stronger eye. The condition may be due to eye muscle imbalance, refractive errors, or other defects present when the infant is learning to use vision.

**Cataract.** A cataract is a condition of cloudiness in the lens of the eye that blocks the light necessary for seeing clearly. Vision loss depends on where the cataract is located on the lens and how dense the clouding is. Treatment can be effective.



**Glaucoma.** This is a condition in which the normal fluid of the eye does not drain properly. This causes pressure within the eye, which may damage the optic nerve and result in severe loss of sight or tunnel vision. The person sees only the centre of the visual field. If detected early enough, glaucoma can be treated by controlling the pressure in the eye.

**Retrolental Fibroplasia.** The loss of vision resulting from this condition is caused by the formation of scar tissue at the back of the lens of the eye. This condition has been linked to the concentration of oxygen administered to the child at birth in the incubator.

### **Identification, assessment, and intervention**

#### **Identification**

The following is a list of potential signs of visual impairment:

- a) frequently experiencing red or inflamed eyes
- b) experiences difficulty moving around and shows unusual clumsiness.
- c) experiences difficulty reading small print reversing letters and losing place during reading
- d) lacks interest in lights and visual stimuli;
- e) has poor eye-hand coordination;
- f) unusual facial expressions and behaviours;
- g) holding reading materials at an inappropriate distance
- h) discomfort following close visual work
- i) difficulty with distance vision;
- j) blurred or double vision,
- k) poor spacing in writing and difficulty "staying on the line";
- l) inability to distinguish colours;
- m) stumbles frequently, trips over small objects, and
- n) frequent head adjustments when looking at distant objects

#### **Assessment**

- a) screen whether the learner can see light or not.



- b) visual acuity measurement: i.e., distance acuity measurement and near vision acuity measurement.
- c) visual field.
- d) contrast sensitivity.
- e) reading acuity: threshold, optimal size, reading speed, reading Comprehension.

### **Intervention**

What the teachers can do in the classroom are:

- a) reduce the distance between student and speaker as much as possible;
- b) reduce distracting glare and visual distractions as much as possible;
- c) reduce clutter on the classroom floor and provide unobstructed access to the door and key classroom spaces;
- d) seat students near the chalkboard or give them the freedom to move close to areas of instruction;
- e) avoid partially opening cabinets, storage areas, and classroom doors, and ascertain that fully opened or closed doors are safer;
- f) use auditory cues when referring to objects in the classroom and during instructional presentations;
- g) when presenting visually dependent material, verbalize written information, describe pictures, and narrate non-verbal sequencers in videotapes or movies.
- h) reduce unnecessary noise to help focus on the content of the instructional presentation.
- i) keep instructional materials in the same place so students can find them easily, and
- j) make sure your glasses and other visual aids are functioning properly.
- k) Mental Retardation

Mental retardation refers to substantial limitations in present functioning. It is characterized by significantly sub average intellectual functioning, existing concurrently with related limitations in two or more of the following adaptive skill areas: communication and self-care, home living and social skills, community use and self-direction, health and safety, functional



academics, leisure, and work. Mental retardation manifests itself before the age of 18. Dear learner we can classify mentally retarded learners into four educational levels: mildly, moderately, severely, and profoundly retarded.

### **Mildly retarded (educable)**

- a) IQs between 50 and 70
- b) They are not noticeably different from "normal" learners in their physical characteristics and general health.
- c) They can develop language and social skills;
- d) They have little sensorimotor impairment; they display delays of only 1 to 3 years in school performances;
- e) They are capable of learning fundamental academics and personal responsibilities.
- f) Given this minimal delay, these learners are able to function within the traditional grade-level curriculum with only minor modifications or assistance.
- g) They can be placed within regular classes, and special education support services are provided to maintain reasonable academic and social progress.
- h) As adults, they can be self-sufficient and live independently as productive members of the community; and,
- i) They can adequately pursue many occupations, although they may need outside assistance when they face stressful situations.

### **Moderately retarded (trainable)**

- a) IQs between 35 and 49;
- b) Their adaptive capacity is more seriously impaired.
- c) These learners have the functioning ability of approximately one-half to one-third of what is expected for their chronological age.
- d) They are able to master self-care skills, basic language, and cognitive concepts to include functional academics;
- e) They can learn to talk or communicate during the preschool



years, but are only minimally aware of social conventions.

- f) As adults, with supervision, they will be able to live in community homes and work in supervised workshop facilities.
- g) They can benefit from vocational, occupational, and social training and, with supervision, can care for themselves; and
- h) Traditionally, these learners have been educated in segregated schools, training centres, or private facilities. Currently, however, the trainable retarded are being integrated into regular school compounds.

### **Severely retarded (supportable)**

- a) IQs between 20 and 34;
- b) They manifest poor motor development during the preschool years;
- c) They develop little or no speech;
- d) They learn to talk during their later school years;
- e) They can learn basic hygienic skills;
- f) They profit little from vocational training, and
- g) Adults may be able to perform simple tasks with close supervision.

### **Profoundly Retarded (Life Support)**

- a) IQs less than 20;
- b) They manifest only minimal sensorimotor functioning during their preschool years;
- c) They show some motor development during the later school years;
- d) They may benefit from minimal self-care training.
- e) When they reach adulthood, some speech and greater motor development may occur.
- f) They may be capable of very limited self-care, and
- g) They require constant supervision in a very structured environment.



## **Causes of mental retardation**

### **Organic/Physiological Causes**

#### **a) *Hereditary Factors***

- A defect in the genetic materials of the individuals could result in mental retardation.
- What individuals inherit from their parents will have profound effects on their intellectual, social, and personality development.

#### **b) *Hormonal and Metabolic Conditions***

- Phenylketonuria (PKU)
- It is an inherited defect in enzyme activity.
- Cretinism (hypothyroidism): this disorder results from dysfunction of the thyroid gland. Most children with this disorder suffer from severe retardation.
- Down's syndrome: this involves an abnormal number or pattern of chromosomes, with a resultant severe retardation;
- Hydrocephaly: it involves a fluid accumulation in the cranium that causes an enlargement of the head; and
- Microcephaly: this is characterized by a small brain and head.

#### **c). Prenatal Influences**

These may be chemical agents or events that contribute to structural deficits. Examples of these agents include radiation, viruses, vitamins, hormones, and drugs.

- Viruses constitute one of the most frequent causes of prenatal infection that leads to retardation.
- Other risks include heavy alcohol intake by pregnant women, poor nutrition, birth injuries, and insufficient oxygen during or shortly after birth.

#### **d). Cultural and familial causes**

- Higher number of complications during pregnancy, delivery, and infancy;
- Larger family size (five or more children);
- The premarital work background of the mother;
- Environmental influences (psychosocial deprivation,



- sensory deprivation, severe neglect, malnutrition, complications of severe mental disorders); and
- The learner may have been severely punished for specific behaviours, causing an overall suppression of behaviours.

### **Identification, assessment, and intervention**

#### **Identification**

Learners with severe and profound mental retardation are usually identified before they reach school age. Many of them exhibit typical physical features and serious delays in development soon after birth.

#### **Difficulties of infancy and early childhood**

- Delay in the development of sensorimotor skills
- Delay of communication skills, including speech and language;
- Lack of self-help skills; and
- Poor socialization

#### **Difficulties of Childhood and Early Adolescence**

- Poor application of basic academic skills in daily activities;
- Poor application of appropriate reasoning and judgment in the mastery of the environment; and
- Poor application of social skills to participate in group activities and interpersonal relationships.

#### **Late adolescence and adult life**

- a) Unable to think abstractly or to handle symbolic material,
- b) Unable to understand and carry through the teacher's directions for assignments;
- c) Lacks the so-called "common sense" and reasoning level of the group;
- d) Unable to understand complex game rules;
- e) Slow in all areas: academic, social-emotional, and physical;
- f) Breaks the rules of conduct and is often unaware of them;
- g) Unable to work independently; is easily confused;
- h) Has a short attention and interest span;
- i) Unable to voluntarily concentrate; and
- j) Finds it extremely difficult, if not impossible, to keep up with the class on academic work.



## Assessment

Assessment of learners with mental retardation will focus on:

- Standard measures used to assess IQ and
- The learner's adaptive behaviour

## Infancy and Early Childhood

Assessment focuses:

- On sensor motor development,
- Speech-language, and
- Self-help and socialization skills

## Educational Intervention

Mentally retarded learners may be placed in regular classes, special self-contained classes, special day schools, or institutions based on their degree of retardation and adaptive behaviours.

- Mildly retarded learners are likely to be placed in the regular classroom and receive special help in the resource room.
- Moderately retarded learners may learn in the regular classroom or in special self-contained classrooms.
- Severely and profoundly retarded learners may learn in special classes, special schools, or group homes.

The following includes a list of tips for teachers of students with mental retardation:

- a) Provide alternative instructional presentations using varied examples and focusing on functional skills;
- b) Provide opportunities for students to demonstrate active understanding before moving to independent practice;
- c) Provide more opportunities for practice than are appropriate or necessary for classmates;
- d) Use concrete examples when teaching new skills;
- e) Provide supportive and corrective feedback more often than necessary for classmates;
- f) Modify tests and evaluation measures to compensate for learning problems;
- g) Evaluate student performance and progress more frequently than is appropriate or necessary for classmates;
- h) Adapt instruction to the environments where what is being



- learned will be used;
- i) Break lessons into smaller parts when teaching complex skills, and
  - j) Be prepared to repeat teaching more frequently than necessary for peers.

The general trend in the education of learners with mental retardation can be summarized as follows:

### **Education of the mildly retarded**

Mildly retarded learners, for example, need readiness for skill discrimination, relativity, cause-and-effect relationships, mediation, imitation, and training in adaptive social behaviour. The educational provisions should focus on the following basic factors:

- a) Mainstreaming the mildly retarded learner
- b) Education options depend on the learner's unique set of strengths and weaknesses.
- c) Supporting services
- d) Resource room: assisting in modifying curriculum, accepting by other learners,
- e) Experiencing with, and exposure to, exceptional learners; and
- f) Making community resources available

Teachers teaching mildly mentally retarded students should consider the following:

- a) Direct instruction of a skill or concept is absolutely necessary for the mildly retarded, who may not acquire important concepts through inferential learning.
- b) Complex skills should be presented in small, sequential steps to ensure mastery.
- c) Practice of a skill in small increments distributed over time is more effective than concentrated or massed practice within one or two lessons.
- d) New concepts or skills should be presented by means of concrete examples of the learning to take place.
- e) External sources of motivation provided by the teacher increase the rate at which new learning is acquired.

### **Education of the Moderately Retarded**

The ultimate goal in education for moderately retarded learners is functional independence.

- a) Daily living and job-related skills;



- b) Self-help skills such as independent eating, dressing, toileting, washing, combing hair, brushing teeth, and using a handkerchief;
- c) Their curriculum should be less academically oriented than it is for the mildly retarded child;
- d) Simple homemaking skills, such as dusting, sweeping, setting and clearing the table, washing and drying dishes, washing and ironing, sewing, and using simple tools,
- e) Safety rules and how to use public transportation;
- f) Communication training and personal and social skills

### **Education of the Severely and Profoundly Retarded**

For these learners, the major educational goals are to:

- a) Decrease dependence on others;
- b) Increase awareness of environmental stimulation;
- c) Learn how to communicate;
- d) Basic survival and self-help skills;
- e) Eliminate undesirable behaviour;
- f) Push achievement levels higher;
- g) Train in imitation, language acquisition, self-feeding, ambulation, dressing skills, toilet training, social, and
- h) Train in recreational behaviour and functional academic skills.

## **Learners with physical impairments**

Physical impairment is a disability that limits a person's physical capacity to move, coordinate actions, or perform physical activities. It is also accompanied by difficulties in one or more of the following areas: physical and motor tasks; independent movement; performing daily living functions. Disability is the loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers.

### **General Causes of Physical Impairment:**

- Chromosomal abnormalities;
- Environmental hazards;
- Congenital physical malformations that are present at birth; and
- Accidents.



## Identification, assessment, and interventions

### *Identification*

A learner with physical impairments might:

- a) Have poor motor control or coordination
- b) Walk with a limp or with awkwardness.
- c) Show signs of pain during exercise.
- d) Have irregular or shaky motions,
- e) Have defects that interfere with the normal function of the bones, muscles, or joints?

### *Assessment*

Examine the speech, gestures, touches, movements, or any combination of these in direct or coded form.

### **Intervention**

Altered seating arrangements, equipment, and considerable assistance in mobility;

- a) Changing desks and table tops to appropriate heights for students who are very short or use wheelchairs;
- b) Providing a wooden pointer to enable a student to reach the upper buttons on an elevator control panel;
- c) Adding adaptive devices [rubber bands, plastic wedges, and plastic tubing] to writing instruments to make them easier to grip
- d) Moving a class or activity to an accessible part of a school building so that a student with a physical impairment can be included; and
- e) By decreasing the distances, a student must move or reduce the size of the court on which a game is played.

## Learners with hearing disabilities

In brief, learning disability is a general term for a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the lifespan.

### **Types of Learning Disabilities**

The following are some of the types of learning disabilities:



- a) Difficulty in reading (dyslexia) and writing (dysgraphia). Reading is significantly below the levels of their classmates without learning disabilities;
- b) Language processing disability, i.e., language understanding and expressive difficulties (dysphasia);
- c) Mathematical (dyscalculia) difficulty;
- d) Behavioural problems with poor academic achievement;
- e) All areas of academic challenges;
- f) Fine motor disabilities;
- g) Nonverbal learning disabilities, and visual-perceptual disabilities.

### **Causes of learning disabilities**

Some of the causes of learning disabilities could be:

- a) Brain damage or brain injury may result from external causes, such as accidents or infection (e.g., encephalitis, meningitis), that seriously damage brain cells and faculties;
- b) Maturational lag: lag in mental and physical development for language and mathematical (academic) skills;
- c) Neurological disorganization: brain injury that inhibits neurological organization for mastery of functional skills such as mobility, language, and visual competence;
- d) Educational deficiency: poor teaching, attendance, curriculum, material, attitude, and aspiration;
- e) Malnutrition, vitamin deficiency; and
- f) Central processing dysfunction: deviation in processing information.

### **Identification and assessment**

Identification and assessment may be possible through studying the different forms of characteristics, such as sociability and attention. The following are some major characteristics of learners with learning disabilities:

#### **Learning Characteristics:**

- a) Significant discrepancy between potential and academic achievement;
- b) Inability to pay attention for as long as peers do;
- c) Hyperactive behaviour exhibited through excessive movement;
- d) Poor motor coordination and spatial relation skills;
- e) Inability to solve problems;



- f) Poor motivation and little active involvement in learning tasks;
- g) Overreliance on teachers and peers for class assignments;
- h) Evidence of poor language and/or cognitive development;
- i) Disorganized approach to learning;
- j) Substantial delays in academic achievement and poor academic performance
- k) Students are afraid to respond, take risks, or actively engage in learning.
- l) They lower their expectations and believe that success is an unattainable goal, and
- m) They do not believe in themselves and do not try to learn.

### **Social skills characteristics**

Students with learning disabilities tend to:

- a) Significantly less active in social competence and school adjustment than their other students;
- b) Have difficulties with a related component of communicative competence: understanding implied messages and
- c) Choose less socially acceptable behaviour;
- d) Be less able to predict the consequences of their behaviours;
- e) Make poor decisions.
- f) Be unable to solve social problems;
- g) Use social conventions (manners) improperly;
- h) Pay not close enough attention during classroom assignments;
- i) Be shy, withdrawn, distractible, or hyperactive; and
- j) Experience rejection from their peers and be victimized more often.

### **Interventions**

- a) Use instructional tactics that actively involve the learner in learning activities;
- b) Start every lesson with advance organizers;
- c) Teach students how to use and apply strategies to help them comprehend and remember academic assignments;
- d) Use concrete examples, often demonstrating how to perform the instructional task correctly;
- e) Help learners focus their attention on the relevant features of a task.
- f) Allow learners to manage some part of their instructional day (decide when they will do an academic task, pick the instructional technique you will use, determine a reward for achieving a goal);
- g) Individualize instruction, allowing learners to master basic academic skills at their own rate; and
- h) Help learners understand the connection between effort and success.



## Language and Communication Disorder:

Briefly, communication is an interaction that transmits information and establishes a common understanding. Communication is the process of exchanging knowledge, ideas, opinions, and feelings. It is not necessary for spoken or written words to be used; however, in order for true communication to exist, there must be both a sender and a receiver.

**Speech disorder:** Any imperfection in the production of sounds of language, caused by problems such as inadequate muscle coordination, faulty articulation, poor voice quality, or organic defects, results in speech disorder. The most widely accepted definition emphasizes that the condition, to be so identified, must interfere with communication, call attention to the speaker, or cause the person anxiety or maladjustment.

**Language Disorders:** This is a communication problem in comprehending, expressing, or otherwise functionally utilizing spoken language. Is also defined as problems with producing speech sounds (articulation), controlling the sounds that are produced (voice), and controlling the rate and rhythm of speech (fluency). Language disorders are problems with using proper forms of language (phonology, morphology, syntax), using the content of language (semantics), and using the functions of language (pragmatics).

### Types of Speech or Language Impairments

Speech impairments and language impairments are really two separates, though related, disabilities. Each of these major problem areas is further broken down into more specific problems.

**Speech Impairments.** Speech is abnormal when it is unintelligible, unpleasant, or interferes with communication. The three major types of speech impairments are voice, articulation, and fluency (for example, stuttering). Any one of these three speech impairments are distracting to the listener and can negatively affect the communication process.

**Speech voice:** impairment in the production of oral spoken language due to the absence or abnormal production of vocal



quality, pitch, loudness, resonance, and/or duration. Two aspects of voice are important: pitch and loudness. Pitch is the perceived high or low quality of a voice. If the receiver of communication pays more attention to the voice than to the message, though, communication is impaired. Loudness is the other main aspect of voice. In some cases, if the quality of the voice is so distracting that the message is misunderstood or lost, speech therapy is probably necessary.

**Articulation Fluency:** abnormal production of speech sounds, interruptions in the flow, rate, and/or rhythm of verbal expression. Articulation problems are the most common speech impairments. Articulation is the process of producing speech sounds. The receiver of communication must understand the sounds of the words spoken to understand the full message. If speech sounds are incorrectly produced, one sound might be confused with another, changing the meaning of the message.

**Fluency Problems:** Fluency difficulties are associated with the rate and flow pattern of a person's speech. A fluency problem usually involves hesitations or repetitions that interrupt the flow of speech. Stuttering is one type of fluency problem.

**Language Impairment.** Language is the second major area within the special education category, referred to as speech or language impairments. It is the complex system we use to communicate our thoughts to others. Oral language is expressed through the use of speech sounds that are combined to produce words and sentences. There are three aspects of language: form, content, and use.

**Form:** Lack of knowledge or inappropriate application of the rule systems that govern the sounds of language, word structures, and word forms that provide the basic elements of meaning, and the order and combination of words to form sentences, results in language impairment.

**Content:** relates to the intent and meanings of spoken or written statements. The rules and form of language are important, but for communication to be effective, words must be meaningful. Semantics is the system that patterns the intent and meanings of words and sentences to comprise the content of the communication. The key words in a statement, the direct and implied referents to these words, and the order of the words used all affect the meaning of the message. Inability to understand or correctly transmit the



intent and meaning of words and sentences is also one form of language impairment.

*Use:* concerns itself with the application of language in various communications according to the social context of the situation. The inability to apply language appropriately in social context and discourse is another form of language impairment.

### **Causes of speech or language impairments**

- a) Brain damage;
- b) Malfunction of the respiratory or speech mechanisms, or malformation of the articulators;
- c) Severely misaligned teeth; and
- d) A cleft lip or palate affects the production of nasal sounds.
- e) Lack of stimulation,
- f) Lack of proper experiences for mental development and learning language,
- g) Inappropriate role models.

### **Identification, Assessment, and Interventions**

Although most people can tell that someone has a speech or language impairment by listening to that person, the formal assessment of speech and language impairments is complicated.

**Speech impairment:** each of the three aspects of speech (**articulation**, **voice**, and **fluency**) requires a different type of assessment to determine whether the child has an impairment.

*Articulation:* Some learners make articulation errors because they do not use the right motor responses to form the sounds correctly. The cause may be a physical problem, such as a cleft palate, where the roof of the mouth is not joined together, or an injury to the mouth. The cause may also be errors in the way the individual uses the speech mechanisms—tongue, lips, teeth, mandible (jaw), or palate—to form the speech sounds.

*Voice:* Sign of a serious laryngeal disease that needs medical examination. Overall, there are two general reasons for voice problems in learners: an organic cause and a functional cause.

*Fluency:* The third kind of speech impairment is a fluency problem. The flow of speech breaks down when syllables are



repeated or communication includes many hesitations or extraneous words or sounds. Stuttering is a fluency problem, but there are important distinctions between stuttering and dysfluent speech.

**Language Impairments:** Difficulties in language can result in more serious learning problems than speech impairments cause. Lack of language competence influences children's ability to learn to read and write at the pace of their classmates as well as their ability to communicate orally with others. Assessing an individual's language competence can be done through a thorough evaluation, which usually includes an assessment of the three aspects of language: **form, content, and use.**

**Form:** To assess the form or structure of an individual's language, the SLP determines how well the learner uses the rules of language. Problems with form cause errors in letter or sound formation, grammatical structure usage, or sentence formation. Many learners who have difficulty with the rules of language also have problems recognizing sounds and understanding the meaning of different grammatical constructions, sentence types, and sentence

**Content:** Learners with problems in language content often do not understand the meaning of what is said to them and choose inappropriate words for their oral language communications. They might also have difficulty comprehending the written material presented in textbooks—the third aspect of language competence.

**Use (pragmatics)** is discussed to determine how appropriately a learner uses language in social contexts and conversations.

### Interventions

- a) Incorporate activities in class that allow learners to practice skills mastered in therapy.
- b) Be alert to the presence of speech or language impairments.
- c) Remember that learners with speech or language impairments have difficulty communicating with others.
- d) Always consider the developmental stage of the learner suspected of having a language impairment before making a referral.
- e) Create a supportive environment in which learners are encouraged to communicate with one another.
- f) Create a section of the classroom where the physical environment—perhaps a large, round table—encourages sharing and discussion.



- g) Provide opportunities for learners to feel free to exchange ideas and discuss what they are learning in different subjects.

## Giftedness and Talents

Let's start by coming to an understanding of how the concepts of "gifted" and "talented" have been defined. In brief, gifted and talented learners are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. Learners capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination.

- General intellectual aptitude
- Specific academic aptitude
- Creative or productive thinking
- Leadership ability
- Visual and performing arts

### Factors that enhance or inhibit giftedness

- a) Environment and heredity play a great role in the development of the intellect.
- b) Superior abilities are generally recognized as developing from an interrelationship between heredity and the environment.
- c) Cultural values and expectations, socioeconomic level, birth position (for example, firstborn), and number of children in the family are related to giftedness.
- d) Environmental stimulation also correlates with gifted abilities.

### Common Characteristics of the Gifted Learner

#### Intellectual/Academic

- a) Reason abstractly
- b) Manages and processes information
- c) Solves problems
- d) Conceptualizes and synthesizes
- e) Learns quickly
- f) Shows intellectual curiosity.
- g) Dislikes drills and routines
- h) Generalizes learning
- i) Remembers a great amount of material



- j) Displays a high level of verbal ability.
- k) Prefers learning in a quiet environment.
- l) Adapts to new learning situations.
- m) Applies varied reasoning and thinking skills.
- n) Uses nonstandard pools of information.
- o) Highly motivated by academic tasks.
- p) Focuses and concentrates on a topic or idea for long periods of time.

### **Social/Emotional**

- a) Criticizes self
- b) Empathizes
- c) Plays with older friends.
- d) Persists
- e) Intense
- f) Exhibits individualism
- g) Has strength of character
- h) Demonstrate leadership abilities.
- i) Concerned about ethical issues
- j) Takes risks
- k) independent and autonomous
- l) Nonconforming
- m) Mature sense of humour
- n) Uses different modes of expression
- o) Strives for perfection
- p) Experiences great stress.
- q) Has wide interests

### **Identification and assessment**

The following are some of the major ways to identify and assess gifted children and students:

- a) Standardized tests to level the iq
- b) Portfolio assessments,
- c) Teacher nominations
- d) parent nominations
- e) Peer nomination
- f) Students' products or work samples
- g) Creativity artistic ability and
- h) Leadership skills

### **Educational Interventions**

A **differentiated curriculum** provides an instructional program that is flexible enough to meet individual learning needs. This program emphasizes cognitive processing, abstract thinking, reasoning, creative problem-solving, and self-monitoring.



**Enrichment** includes the addition of curricular topics or the development of skills not usually included in the traditional curriculum. For example, a group of students might spend a small portion of time each week working with instructional materials that enhance creativity or critical-thinking skills. Or enrichment may be the study of a particular academic subject in more depth and detail. Some teachers, when using enrichment in this way, guide students to select a character or an event for research and study. The student's product might be an oral or written report that could become part of a class play or short story, or a nonverbal product such as a painting, construction, or mode. Some of the following are the practical aspects of the enrichment program:

**Interdisciplinary instruction:** teaching a topic by presenting different disciplines' perspectives on the issues involved.

**Independent study:** Examining a topic in more depth than is usual in a general education class

**Mentorship programs:** pairing students with adults who guide them in applying knowledge to real-life situations

**Internship:** Programs that allow gifted students, usually during their senior year in high school, to be placed in a job setting that matches their career goals.

**Enrichment triad/revolving door model:** an inclusive and flexible model for gifted education that changes the entire educational system; exposes students to planned activities that seek to develop thinking skills, problem solving skills, and creativity.

**Curriculum compacting:** Making additional time available for enrichment activities by reducing time spent on traditional instructional topics

**Acceleration:** Courses that students take during their high school years that result in college credit.

### **Advanced placement:**

**Advanced placement:** A form of ability grouping where gifted and non-gifted students who demonstrate high achievement in a particular subject are placed together in advanced classes.

**Honours sections:** clustering students in courses where all



classmates have comparable achievement and skill levels

**Ability grouping:** Instruction is delivered on a one-to-one basis, with students moving through the curriculum at their own pace independently.

**Individualized instruction:** a comprehensive high school curriculum for students that incorporates counselling into the standard programme for all students.

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## Unit Reflection



Think about any three categories of learners with special needs we have discussed in this unit. Which one is more common in your community?

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## Unit Assignment



Attempt the following questions and put your work in your portfolio:

1. How do you understand learners with hearing impairments?
2. How do you understand learners with a visual impairment?
3. How do you understand learners with physical impairments?
4. Discuss the causes of the disabilities mentioned above.
5. Have you ever been able to identify learners with the disabilities mentioned above?
6. How did you identify them?



## Unit 3

### Modes of Special Needs Education Delivery Systems

#### Introduction

Dear learner, you are welcome to this third unit, which is concerned with modes of special needs education delivery systems. Special needs education should always be based on the individual needs of the students. Students with special needs should receive appropriate education according to their needs and potential. Designing an appropriate education requires the combined efforts of educators, related service providers, and the learner's family.

#### Learning Outcomes



Dear learner, after the completion of this unit, you should be able to:

- Describe modes of special needs education delivery;
- Identify advantages and disadvantages of each mode of special needs education delivery system; and
- Describe the legal and policy issues guiding inclusive education.

#### Residential School

Dear learner, residential school is a segregated system of educational provision in a separate institution, where the learner leaves her or his parents and the local community and is placed in a new environment.

#### Special Schools

Special schools serve only learners with specific categories of disabilities. It is a day school, where learners with disabilities attend their education separately from regular school and spend the whole day in the school.



### Advantages

These schools may be advantageous sometimes, as

- a) They help to focus on the collective needs of the individuals.
- b) Provides more individualized attention for students with special needs.
- c) Students with special needs require teachers who are trained in the area of special education to work with students who have a variety of disabilities.
- d) In segregated classrooms, students with disabilities are not pressured to "keep up" with typical students.
- e) According to some advocates of segregation, maintaining a segregated system is cheaper than integrating students with special needs into regular classrooms.
- f) They offer education according to the needs and potential of the students.

### Disadvantages

On the other hand, as a result of segregation, special schools have disadvantages:

- a) Psychological problems;
- b) Life skill difficulties; and
- c) Social problems.
- d) High cost
- e) These schools are charity-oriented.
- f) Teacher's effectiveness is limited to the group
- g) Students may have low self-esteem.
- h) Limited opportunities for participation
- i) Not only do the students with disabilities miss out on many of the activities of childhood experienced by typical children, typical students miss out on what their fellow students with disabilities have to offer them.
- j) Not only do students with disabilities offer their individual strengths to students in regular education, but having a diverse mix of students will better prepare all students for life in a diverse society.



## Special Classes

Special classes refer to separate classroom educational programs in a regular school. Students attend a special class most of the school day that is included in general education activities minimally; they may receive all of their learning in the special classes.

## Integration/Mainstreaming

Integrated classrooms and schools might be considered a **happy medium** between segregated and inclusive classrooms; that is, students with disabilities spend some time with typical students, but part of the day is still spent in special education (i.e., segregated environments).

Advocates of integration would argue that including students with disabilities when they are "academically and socially ready" is advantageous for the students with disabilities as well as their typical peers. Waiting until students with disabilities are "ready" will avoid the disadvantage of these students feeling pressured to keep up with their typical peers. When students with disabilities are removed until they are "ready", the classroom teacher does not have to "spread herself/himself as thin" as she/he would if the students with disabilities were in his/her class 100% of the time. Students with disabilities still have the expertise and individualized attention of the special education teacher for part of their school day, but they don't experience the marginalization of being in a segregated setting full-time. The theory is that in an integrated setting, typical students experience the strengths of the students with disabilities as well as a greater understanding of what it means to live in a diverse society.

**Note:** Perhaps the biggest disadvantage of integrated classrooms is that students with disabilities do not truly "belong". For example, you can say Michael, Jane, or Ashura is in the classroom, but he or she is not part of it. This is not inclusion. We could call it integration or mainstreaming, perhaps, since the student is physically in the classroom. But he or she is not included because he or she is not really part of the class; he or she does not belong.

Used mainly when learners with disabilities attend ordinary schools, it makes few, if any, changes to accommodate the learner.



Integration can be of four types:

- Physical integration;
- Functional Integration;
- Social integration; and
- Full integration.

## Inclusion:

Learners who are perceived as "different" because of their impairment, ethnic background, language, poverty, etc. are often excluded from or marginalized in society and local communities. Their inclusion means changing the attitudes and practices of individuals, organizations, and associations so that they can fully and equally participate in and contribute to the life of their community and culture. An inclusive society is one in which difference is respected and valued and where discrimination and prejudice are actively combated in policies and practices. Inclusive schools are centres of learning and educational systems that are open to all learners with appropriate support according to the children's needs and potential. For this to happen, teachers, schools, and systems may need to change to better accommodate the diversity of needs that learners have and ensure that they are included in all aspects of school life. It also means a process of identifying any barriers within and around the school that hinder learning and then reducing or removing these barriers.

## Legal and Policy Issues

The current policy preference for children with disabilities is inclusive education within regular classrooms, in Tanzania and worldwide (UNESCO 1994). Inclusion has been directly advocated since the Universal Declaration of Human Rights in 1948 and has been implemented at all phases in a number of key UN declarations and conventions.

The 1948 Universal Declaration of Human Rights states that everyone has the right to equal access to public services in general and education in particular and establishes free basic compulsory education for citizens to support the full development of human personality and strengthen respect for human rights and fundamental freedoms. (Art. 21:2; Art. 26:1, 2).

The Declaration on the Rights of Disabled Persons (1975) calls for international and national actions to ensure the rights of the



disabled to all services, enable them to develop their capabilities and skills to the maximum possible, and hasten the process of their social integration or reintegration.

The Convention on the Rights of the Child (1989) recognizes special needs. It establishes extended assistance, free basic education, and effective access to basic services, including education, preparation for employment, and recreation opportunities for children and youth with special needs in a manner conducive to the children and youths achieving the fullest possible social integration and individual development. (Art. 23: 3).

The World Declaration on Education for All, EFA (1990), emphasizes the inherent right of a child to a full cycle of primary education, equal access to education for all, including those with special needs, in the same setting, commitment to a child-centred pedagogy where individual differences are accepted as a challenge and not as a problem, improvement of the quality of primary education as well as teacher education, and recognition of the wide diversity of needs and patterns of development among primary school children's individual needs.

The Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) recognize the principle of equal primary, secondary, and tertiary educational opportunities for children, young people, and adults with special needs in an integrated setting and the education of persons with special needs as an integral part of the education system. It establishes appropriate, adequate, and accessible support services to accommodate educational provisions for persons with special needs in an inclusive setting.

The Salamanca Framework for Action (1994) reinforces all the principles expressed in the World Declaration on Education for All and the Standard Rules on the Equalization of Opportunities for Persons with Disabilities, which call for all children to be in school regardless of their abilities and to have the most suitable education in inclusive schools with the support of child-centred pedagogy. The Salamanca statement clearly focuses on the right of all children, including those with temporary and permanent needs for support and educational adjustment, to attend schools in their home

community in inclusive classes. Above all, it emphasizes the right of all children to participate in a quality education that is meaningful to all at inclusive schools with the pedagogically sounding learner-centred approach and the enrichment and benefits that could be derived through the implementation of inclusive education.

The World Education Forum (2000) is about making the right to education a reality, as it is enshrined in the 1948 Universal Declaration of Human Rights. It is the extension of the education for all movement and aims to turn the vision of education for all into a reality and meet the basic learning needs of all, including children and young people with special needs.

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## Unit Reflection



Think about any of the three modes of special education delivery systems we have discussed in this unit. Which one do you think is more common in Tanzania?

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## Unit Assignment



Attempt the following questions and put your work in your portfolio.

1. Discuss the education provision and delivery systems for students with special needs in Tanzania.
2. What are the advantages and disadvantages of the education delivery system?
  - i) Residential school;
  - ii) Special school;
  - iii) Special classes and
  - iv) Integration



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