

TEP248 Key Competencies in Inclusive Education Lectures and Tutorial

Week 3.1 - Introduction

History of Special Education

- Pre 1800: those with a disability were thought of being possessed by the devil (manifestation of evil)
- 1800-1900:
 - Severe disability was an embarrassment
 - Kept away from general public and rarely allowed to be seen
 - Children often abandoned and neglected
 - Louis Braille 1809-1852
 - 1860: earliest Australian schools for deaf or blind
- 1900:
 - 1920: other SSP (schools specific purposes) schools were established and hospital schools (physical disabilities)
 - 1940: 11 schools for deaf and blind
 - 1960/1970s: 1800 SSP schools in Australia
 - 1964: NDS (National Disability Services) recommended integration of children with disabilities into regular schools
 - 1980: all states encouraged educating children with disabilities within regular schools

Enrolment Options

- Most restricted to least restricted
- Special schools to inclusive class

Segregation, Integration and Inclusion

- Segregation: students being placed into separate schools or units
- Integration: students being placed into mainstream schools on the provision that they can fit into the current structure (pre-condition for inclusion)
- Inclusion: students placed into mainstream schools with ALL barriers removed for full participation

Learners with Special Educational Needs

- Physical impairments
- Intellectual impairments
- Sensory impairments: hearing and sight
- Specific learning disabilities due to neurological impairments
- Learning difficulties
- Emotional, social and/or behavioural disorders
- Speech and language disorders

Final Thoughts

- Myths about teaching students with special educational needs:
 - A detailed knowledge of the child's disability is needed before a teaching program can be commenced
 - Children with a diagnosed disability may differ from each other as much as or more than they differ from children without a disability
 - Teachers need special patience and special skills to be able to teach children with a disability

Week 3.2 - Inclusion and Principles of Inclusion

Inclusion Today

- “A philosophy that embraces the value of all individuals, gives equal access and opportunity to all, and removes any discrimination and all barriers to involvement”
- Furthermore, it “aims to embrace all people, irrespective of gender, disability, race, or any other attributes that may be perceived as different”

Benefits	Challenges
<ul style="list-style-type: none"> • Equal opportunities to resources • More understanding and empathetic • Feeling okay to be different • Segregation can encourage stigmatisation • Those without special educational needs can learn and appreciate diversity • Those with special educational needs can be better accepted by peers 	<ul style="list-style-type: none"> • Funding used inappropriately • Teachers need to have a number of skills to cater • Cultural aspects • Resources (human and physical) • Time • Training: <ul style="list-style-type: none"> - Diverse needs - Differentiation - Classroom management

Principles of Effective Inclusion: Examples

- All learners have equitable access to education
- Individual strengths, needs and diversity
- Reflective practices and differentiated instruction
- Community and collaboration
- All children can learn
- Least restrictive environment
- Normalisation
- UNESCO (United Nations Educational, Scientific, and Cultural Organisation):
 - Fundamental right to education
 - Unique characteristics, interests, abilities and learning needs
 - Education systems must be designed to take these diverse needs and characteristics into account
 - Access to regular schools accommodating them
 - Inclusive regular schools are the most effective for “education for all”
- Providing access and participation
- Valuing diversity
- Ensuring local decisions and adjustments
- Implementing a new framework for resource allocation
- Matching pedagogy with student needs
- Delivering responsive programs and services
- Collaborating for better outcomes

Vygotsky and Disability

1. Primary defects: organic impairment due to biological factors
2. Secondary defects: the distortions of higher psychological functions due to social factors

Final Thoughts

- Classic example of the ‘failure cycle’
- Early failure leads to frustration, feelings of inadequacy, withdrawal and on-going avoidance of the task

Tutorial

Definition of Terms

- Impairment: irregularity in the way organs or systems function (e.g. deafness, short-sightedness)
- Disability: the functional consequence of the impairment, how it affects the person's functioning (e.g. due to a vision impairment a person may not be able to see further than 2 metres)
- Handicap: the social or environmental consequence of a disability (e.g. inability to access television news because of deafness)

Use of Language

- A cerebral palsy sufferer...the person with cerebral palsy
- A deaf woman...the woman who was deaf
- She is wheelchair-bound...she uses a wheelchair
- Person first, disability second
- Avoid derogatory terms

Positive	Negative
<ul style="list-style-type: none">• Allows a teacher to understand the student and cater accordingly• Physical and human resources• Funding• Establishes eligibility for support• Good basis for estimating numbers needing services• Can be useful for advocacy purposes	<ul style="list-style-type: none">• Leads to stereotyping• Can function as a self-fulfilling prophecy (limitations not abilities/strengths)• Sets special education apart from regular education• Contributes to lower self-esteem• Used as an excuse (teacher and student)

Week 4.1 - Key Concepts and Issues

Attitudes

- Where do our attitudes, assumptions and stereotypes about disability come from?
 - Family (can be generational)
 - Peers
 - General public
 - Institutions (schools, churches)
 - Cultural
 - TV and movies
 - Magazines and books
 - Radio (consider talk back radio)
 - Video games
 - Music
 - Internet (no regulation, blogs, social sites)

How Is Disability Portrayed? In the Media...

- The person with a disability leads an unfulfilling and tragic life unless they are super-humanly courageous or determined
- Characters are usually: victim, hero, villain

Self-Esteem and School

- Self-esteem is feelings and evaluations about one's self
- How does self-esteem affect a student's behaviour in school?
 - Students with higher self-esteem are more likely to be successful in school
 - Higher self-esteem leads to:
 - More favourable attitude toward school
 - More positive behaviour in the classroom
 - Greater popularity with other students
- How does life in school affect a student's self-esteem?
 - Student's satisfaction with school
 - Classes were interesting
 - Teachers cared
 - Teacher feedback influences students' self-esteem
 - Being placed in low-ability groups or being held back in school has a negative impact on students' self-esteem
 - Learning in collaborative and cooperative settings has a positive effect on student learning and self-esteem

Resistance to Inclusion

- Fear
- Ignorance
- Negative stereotypes or perceptions towards diversity
- Lack of time
- Lack of training and experience (low self-efficacy)
- Belief that all students should function at the curricular grade level
- Conflict between accountability and meeting the needs of all students
- Focus on unfairness to other students

Summary

- Portrayal of persons with a disability/label in the media influence our perceptions and stereotypes
- These perceptions directly influence our teaching and pedagogy of students with a disability/label
- Our practices should also promote ALL children's self-esteem and self-efficacy
- While inclusion through academic learning opportunities is important, social aspects of educational settings are also vital in promoting inclusion

Week 4.2 - Teacher Attitudes, Beliefs and Self-Efficacy

What are Attitudes and Beliefs?

- Attitude: a tendency to evaluate a person, concept or group positively or negatively
- Belief: a principle or proposition generally accepted as true
- Attitudes and beliefs are generally found to predict behaviour over time, but not always in every specific incident or case
- Link between attitudes/behaviour is stronger as our social group reinforces our beliefs/attitudes

Types of Attitudes and Beliefs

- Attitudes about the inclusion of students with disabilities
- Beliefs about the inclusion or educability of certain 'types' of students
- Expectancy beliefs, bias and stereotype
- Prejudice based on disability, race, gender and other labels

Teacher Attitudes about Inclusion and Disability

- Links between teacher attitudes and success of inclusion have been reported for over 20 years
- Research findings are equivocal: some show very positive teacher attitudes, while others report negative attitudes
- Teachers feel least positive about including students with externalising behavioural concerns, and some report a concern about children with communication difficulties
- Attitudes and beliefs about inclusion and disability are more positive when:
 - People have had positive experiences interacting with people with disabilities
 - Are engaged in positive training about people with disabilities and inclusive practices
 - Have previous life experience/successful practical experiences working with people with disabilities
- "more readily change and adapt the ways they work...influence the attitudes of their peers"

Defining Teacher Self-Efficacy

- Self-efficacy is a sense of belief in our own personal agency
- A 'can do' belief in our ability to accomplish tasks
- Extent to which the teacher believes he or she has the capacity to affect student performance

Sources of Self-Efficacy Beliefs

1. Enactive mastery experience (valuable experience we gain from doing a task)
2. Vicarious experience (experiences we gain when we see others doing a task)
3. Verbal or social persuasion (feedback)
4. Our physiological and affective state

Research about Teacher Self-Efficacy

- Associated with student academic achievement and student SE
- Teacher SE is associated with motivational goals:
 - Lower efficacy teachers are more likely to adopt performance goals and use rewards and sanctions to control their classrooms
 - Higher efficacy teachers use mastery goals structures and are more likely to use instructional practices to adapt learning
- Teacher SE is associated with behaviours and attitudes
- HE teachers sought advice more often, gave advice more often and were more likely to view problems as system-oriented rather than child-oriented
- Context of inclusive education:
 - Teachers' use of effective instructional strategies has been consistently related to teacher attitudes concerning personal teaching effectiveness
 - Positive attitudes towards inclusion
 - Greater receptivity to inclusion and use of differentiated teaching practices
 - Country, teacher-training and prior experience
 - Collective efficacy may be the key