

# Broad Perspective and Solutions for Organizing Guidance Programmes for Inclusion of Special children

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## ABSTRACT

Guidance is the help that one person provides to another. With this help that person shows the path of his life himself, develops his ideology, decides his decisions and takes care of his responsibility. Guidance is the process in which a person is assisted by the director to solve his problems. In this concept, the director tells the methods and measures by which a person can solve his own problems. Different scholars have given different definitions of guidance, from which the meaning of guidance is clear. According to Skinner, "Directors tell the youth from himself, from others and from the circumstances. It is a process of harmonizing with and providing support for learning." In inclusive education, guidance is important for both general and special children studying. In the words of Dr. Sitaram Jaiswal, "There is a principle of guidance that its facilities should be available to all, not only to the persons with special needs. Guidance is equally necessary for the progress and solution of problems in the life of an ordinary person as it is for a person with a special problem.

**Keywords: Guidance, Inclusive Education, Special Children & Special Needs.**

### Introduction :

Specialized children are those who are so different from normal children in physical, emotional and social characteristics that they require educational services to develop their abilities to the maximum. In other words, a special child is one who is so isolated from normal intellectual, physical, social and emotional growth and development that they do not get the maximum benefit from regular and ordinary academic activities that require specialized classes and additional teaching and services. From this concept we come to know that special children are found to be different in the following situations -

1. Separation in Physical areas-  
External Disability E.g. Lame, Deaf, Dumb etc.  
Internal Disability – Heart failure, lung weakness, weak vision, glandular malfunction, etc.
2. Separation in Mental areas-  
Talented Slow-wit
3. Isolation in the Personal Equilibrium Zone-  
Emotional imbalance.

### Social imbalance:

From the point of view of providing guidance, we need to take special care of the following physical

handicapped children because they have to give guidance separately until they are able to make adjustments -

1. Visually impaired child
2. Hearing impaired child
3. Speech impaired child
4. A child with Locomotor -defect.
5. Children with other specific physical defects

Next we will know about each in detail.

### Child with visual impairmentL:

Visual impairment can be of several types; Such as poor vision, near objects cannot be seen clearly, distant objects cannot be seen clearly; Blindness, blurred vision in bright light, not seeing at all in a little darkness and seeing all things of the same color. Total blindness in these children does not cause as much problem as children with other visual impairments. Poor eyesight not only affects the child's achievements, but also affects the child's adjustment-power, personality and interests. Thirdly, there is a special system for the education of completely blind children, but children with impaired vision study only with children with normal vision. This also creates problems because normal children find it difficult to

read the letters of printed books, as a result these children cannot study fluently for a long time with comprehension.

### **Directional Measures:**

Based on the above symptoms, the guidance worker should detect the children with visual defects, then there is a need to find out the degree of visual impairment. In order to provide guidance to the children suffering from severe visual impairments, regular vision protection classes should be arranged in the normal running of the school.

- In these classes, the ophthalmologist will come from time to time during the year to check the defects of vision. It is also necessary to have a well equipped classroom. There should also be proper arrangement in the classroom.
- The paper used for writing should be light cream in color with monty lines printed in dark blue or black colour.
- Special food arrangements are also necessary for such students. The food should contain such elements which are necessary for the health of the eyes.
- Children with simple visual impairments can be given guidance for vision correction in ordinary classes.
- Along with regular therapy, they should be given opportunities to participate in the normal activities of the school as per their capacity.
- While dealing with them, the teacher should keep in mind that he should not let the children feel that they are being treated in a special way due to visual impairment.

### **Children with hearing impairment:**

Children with hearing impairments can be divided into two categories – totally deaf and hard of hearing. Completely deaf are those who cannot hear anything. There are also two types of deaf again - one who is deaf from birth and secondly those who later lose their hearing power due to some ear disease or ear stroke. Generally deaf from birth are also dumb. There are many types of loud listeners and their classification is done by high listening volume, but there is no pre-determined and fixed rule to categorize it. Apart from these, some children also suffer from ear-diseases; For example, deafness of ear, earache,

tingling in the ear all the time, etc. These diseases can affect the hearing power of children. Therefore, there is a need to protect their hearing power by treating them. Hearing aids can be provided surgically to the hearing impaired and the deaf. If this is not possible through surgery, then they need to be provided with guidance. High-hearing hearing aids can also solve the problem.

### **Directional Measures:**

The teacher has to provide serious guidance to the hearing impaired children because such children can neither hear the voice of others nor can imitate them and speak anything. They can show their expressions only through vague signals.

- The teacher can arrange half-study classes for such children.
- In the study-classes, in front of the deaf children, the teacher should speak slowly in clear words with the help of related aids and encourage the students to observe the movement of their (teacher's) limbs carefully and imitate that motion to pronounce needed.
- Half-study classes should be small so that all students can easily study the movement of their teacher's limbs.

### **Children suffering from speech defects:**

By the way, in the major speech defects, we stutter, chuckle, fattalu; Including speech defects, foreign accentuation, awkward speech and uncontrolled speech etc. Some of these faults are due to senses, some are functional and some are due to emotional and family reasons. If the teacher suspects the defects related to the senses, then the child should be sent to the above-mentioned doctor for check-up and necessary medical arrangements should be made. The child also adopts these defects from the imitation of his adults and these defects are accepted by the adult people of his house and neighborhood in a simple and normal way. Defects arising from emotional causes can also be treated with care.

### **Directional Measures:**

When a child learns that they are abnormal in speech, they suffer emotional stress, remain isolated from normal children, and become more lonely if peers imitate or are sarcastic. To show even less of his speech defect, he reduces his speaking even more.

- The teacher needs to deal sympathetically with these children. Punishment or rejection makes the problem more serious.
- The teacher should also motivate the class to behave like this.
- The main objective of the teacher should be the social development of the self in these students.
- For children suffering from speech defects, it is necessary for the teacher to have knowledge of ways to remove speech defects.
- Appropriate teaching methods should also be used.

#### **Children suffering from Locomotor-defects:**

Children suffering from locomotor-defects are those whose body parts are abnormal for some reason. Abnormalities of body parts may be congenital or may be the result of some disease or accident. This type of children are mentally healthy, they can see, they can hear, speak and can do other mental work like normal children, but they lag behind in the work related to abnormal organs as compared to normal children. It is known that these children can also balance their personality by developing compensatory powers.

#### **Directional Measures**

1. It is the duty of the teacher that he should not allow the development of self-loathing and self-deprecation in these children and develop a healthy 'self' in them.
2. Teachers should deal with these girls in such a way that they do not develop compensatory powers in the social form.
3. It is the most important duty of the teacher to make knowledge of the fact that there is no shortage in the child's comprehensive anatomy and activities.
3. The teacher should develop such compensatory powers and abilities in such children which are social and develop a more firm and permanent self in the child.

#### **Children with physical disabilities:**

Some children are so weak in physical form that they are not able to do normal work and play. Such children also need to be given guidance in the same way as the teacher gives to the students with physical disabilities. Physical weakness in children

can come due to many reasons. Physical infirmities come due to malnutrition, long illness, tuberculosis, heart disease or physical chemistry etc. A child deficient in physical strength cannot play with normal children, he feels tired soon, gets angry very soon, the amount of annoyance is very high in him and he is unable to establish adjustment with normal children. Is. Due to this problems related to personality balance arise.

#### **Directional Measures:**

1. The teacher can provide such opportunities to such children for the development of balanced personality so that the child can participate in the curricular and co-curricular activities as far as possible keeping in mind his physical limitations.
2. In relation to these children, it is the duty of the teacher that keeping in mind their physical abilities and intellectual level, they should do their full social development so that they can become useful members of the society.
3. It is also the duty of the teacher to make efforts to remove the physical weaknesses of the children.
4. Take cooperation from parents for this also.

#### **Mentally abnormal child and guidance:**

In the words of Crow and Crow, "A child who is of average to such speciality in mental, physical, social and emotional characteristics that he requires special training to reach the maximum extent of his developmental potential, exceptional or a special child."

Mentally abnormal children are those who are far enough away from normal intellectual and mental functions. Wiley has written in relation to such children that these children are quite different from normal children in their ability to learn. Mentally abnormal children can do mental tasks either very quickly and efficiently as compared to normal children or they are in the same direction as above and below normal children. Children who do mental work with good efficiency above normal children are called talented. And students who do less work than normal children are called retarded children. Below both are discussed.

#### **Gifted children:**

Gifted children are those who are the best in everything. Skinner and Harriman-"Genius" is the term used for the children of the 1st percentile who are the most intelligent. Crow and Crow says- There

are two types of talented children. First those children whose IQ is more than 130 who are of extraordinary intelligence and second those children who have special ability in more than one of the maths, science, music and acting etc. It is the duty of teachers and guidance workers to provide necessary guidance for the full and proper development of the talents of these children.

**Guidance workers and teachers need to take special care in providing guidance to gifted children because their needs and characteristics are different from normal children:**

1. The counselor and teacher should keep in mind the following facts regarding the guidance of gifted children:
2. Proper identification of the talented and their diverse abilities should be done.
3. Those activities should be started which are compatible with the abilities, abilities and interests of the gifted people and help in their development.
4. Interest should be shown in the work of the talented and they should be encouraged by praising their work.
5. Always encouraged to raise above the normal level of the classroom.
6. It is necessary to develop leadership qualities, self-study, character firmness, self-reliance and independent thinking power.
7. Teachers give personal attention.
8. To educate about culture and civilization.
9. Education should be given along with normal children.
10. Special study facilities should be given.
11. Normally grades should be given.
12. Provide opportunities for social experience.
13. Students should not only be encouraged for self-evaluation and self-reflection, but they should also be given necessary help in this work.
14. Arrangements should be made to provide them with high quality education.

Apart from this, gifted children can not only do more work, but they also do more high-level work. Ordinary classroom activities do not meet their diverse abilities, and neither does ordinary teaching meet their needs. He gets the class work done very quickly; After that he gets busy with other work. He

prefers to do things that will praise him, or that attract the attention of others, which are courageous, which are thrilling, which have novelty, which have complexity and complexity and which have originality.

**Retarded children:**

IQ test is usually used to know the intellectual level and the children whose IQ is generally less than 75 are called retarded children. These retarded children are again divided into three subcategories-

Firstly whose IQ is less than 25 these are called intellects. They are a burden on society. They can't do anything. They cannot be provided any kind of education. Secondly the other retarded are those whose intelligence-worth is between 25 to 50, they are called fool-intelligence. They also lack intelligence. They cannot function as a useful member of society. These can be done under observation. They can be provided training in physical work and on the basis of this training they can also do work.

Lastly the third retarded are those whose IQ is between 50 and 75. They are called fools and they are almost near the average child. With a little care, hard work and dedication, they can be educated and they can be made a useful member of society. The retarded children, only the third type of children usually come to the school and both the counselor and the teacher have to work with them.

**Direction of retarded children:**

The abilities and aptitudes of the children should really be the basis of the education of the children. On the basis of this principle, the low mental abilities of retarded children should always be kept in mind while imparting education to them.

- The counselor should plan a suitable course for them to fulfill this objective. The counselor needs to get the cooperation of all the teachers of the school.
- The counselor should also arrange remedial classes for retarded children. Diagnostic classes are more useful for language, math and speech areas.
- Student-centred teaching methods are always useful and good for the education of retarded children.
- The counselor needs to pay personal attention to all the retards.
- Adequate amounts of aid should be arranged in their classes.

- Special courses should be arranged for them.
- They should be taught handicrafts and cultural subjects.
- To develop a sense of independence and self-confidence.
- The counselor should carefully explore the interests and aptitudes of these children so that necessary and useful educational and vocational guidance can be provided to them.
- Suitable vocational guidance and placement services are considered most important for retarded children. There are two main reasons for this importance. They need necessary help and direction for professional adjustment. To develop the power of vocational adjustment, through special classes, these children should be able to lead their independent life and establish adjustment with ease and ease with the occupation they are engaged in.
- Life-oriented education is very much needed for the mentally retarded children. Their education should be closely related to life.

#### **Problematic children:**

The behavior of every human being is purposeful. Human behavior is not only purposeful, but sometimes behavioral adjustment measures are also used. If they are against social customs and beliefs or are objectionable to other people of the society, then they get the term of problematic behavior. In a nutshell, if the behavior of children is significantly against the customs, traditions, beliefs and rules of the society or social institutions, then it is called problematic behavior.

#### **According to Valentine:**

“The term problem children is generally used to describe those children whose behavior and personality are seriously abnormal in some respect.” There are many types of children with problematic behaviour. such as- stealer, liar, furious, substance abuser etc.

#### **Methods for guiding problem children:**

There are many types of behaviors that require specific efforts to resolve them, yet there are some general things that the counselor should keep in mind in all areas.

- **Measurement of attitude and personality -**  
The counselor should measure the attitude and

personality of the child. This will help the counselor to understand the behavior of the child.

- **Evaluation of Behavior -** The counselor should evaluate the problematic behavior. Under evaluation, the counselor should know the type of problem, its severity and causes. This will help the counselor to solve the problem of the child.
- **Establish contact with home -** The counselor should study the child's home and family and know about the mental health, economic and social status of the parents etc. Contact with the family will help in understanding the cause of the child's problematic behaviour.
- **Provision of preventive, diagnostic and remedial services:** Under the student guidance program, arrangements should be made for the prevention of problematic behavior. Prevention is always better than treatment, so the counselor should make such arrangements so that the child does not suffer from stress and anxiety.
- **Discussion with the teacher:** To understand the problematic behavior of the children, the counselor should discuss the behavior of the child with the teachers related to the children.
- **Observation of child's behavior-** Problematic child exhibits himself through various types of problematic actions and each of his actions represents some idea or the other. The counselor should, as far as possible, observe the child's behaviour.
- **Contact with experts-** Understanding behavior mechanisms is a difficult and complex task. It is not necessary that the ordinary teacher or counselor should understand the problem behavior correctly, so it is necessary for the counselor to try to understand the behavior of the children by contacting the experts related to the field.
- **Case study-** Case-study methods are very useful for studying problem children. Through the case-study method, a detailed study is done in relation to a particular child and all the necessary facts regarding the child are collected, on the basis of which conclusions are drawn and then remedial work is done.

## Conclusion:

Thus we can say that in inclusive education, instruction is important for both general and special students studying. In the words of Dr. Sitaram Jaiswal, "There is a principle of guidance that its facilities should be available to all, not only to the persons with special needs. Guidance is equally necessary for progress and solution of problems in the life of an ordinary person as it is for a person with a special problem.

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