Concept and Principles of Inclusion II
Physical and Architectural Barriers
The **micro** level was the level of classroom and school values, culture. It examined two key areas of: School Development and Training. This has been called the **Whole School Approach**.

The **mezzo** level was the level of the community. Based on an action research, we developed inclusive services within the community which we called the **Whole Community Approach**.

The **macro** level looked at policy, legislation, at the local, state, national, international level which we called the **Whole Policy Approach** which examined existing policies, their impact on practice and the changes needed. The **Whole Rights Approach**: describes the Rights Group that focused on moving away from service delivery to the matter of rights and entitlements.
Shift in Ideology

• Inclusion means not only disabled children but also other children in our context amongst the poorer segments of society who face barriers to learning.

✓ The girl child
✓ The socially and economically disadvantaged child
✓ The child with disabilities
Making ordinary schools inclusive
The whole community approach
Key Principles

• An Ecological inventory is designed by listing all the common activities, materials used by children in a particular environment....What they touch, smell, feel, see, what are the activities they are attracted to.... From this a context specific curriculum is drawn up which is culture specific to their social mores. From this emerges an ecologically appropriate curriculum. An ecological appropriate curriculum provides a holistic approach within the framework of connecting knowledge to life outside the school.

• Differentiated curriculum... which allows content, activity and products to be differentiated according to each child’s needs, bearing in mind that each child learns at a different pace. Each child learns at a different pace by keeping pace with his or her ability. Differentiation of each child’s needs makes the learning and teaching flexible.
Multiple ability teaching... which means teaching of groups of children with different abilities. This kind of teaching is especially advantageous for children at risk of dropping out as well as children with special needs.

Multiple intelligence... There is increasing understanding on the part of educators and researchers of the importance of all of these intelligences for a child’s development and academic success. Opportunities for children to express themselves in multiple media – visual art, music, drama, dance – this is particularly important for children from linguistically and culturally diverse backgrounds.
Learning styles... perhaps the most vital development in education today. Learning styles definitely calls for learner centered approach to teaching. We all may need different strategies, and bring different gifts to the table of learning, but the quality and the style of our learning is not less because we learn differently than does someone else.

Community involvement... creating a community of learners, in which all members see themselves as both teachers, and learners, enables children, teachers, and parents to develop shared understandings about what is important to know and why it is important.
Cooperative and Collaborative Learning... collaboration with other teachers and relevant staff for support to meet the individual needs of the students is important. Teachers, parents, and others can collaborate in determining and meeting the needs of any student.

Least Restrictive Environment... students with special needs spend their leisure time in heterogeneous environments in the community. If they are to develop skills to function in that community, they may need to spend as much time as possible in regular school setting.
The success of inclusion depends on providing attention to the three forms of integration which are locational, social and functional.

- **Locational Factors**: All spaces in school, which are used by students, must be fully accessible to disabled students. This means that disabled students should be able to avail of the common facilities such as toilets, playground, laboratories, library, etc. independently.

- **Social Factors**: Inclusion means equal opportunities in social activities. Children with disabilities must be provided full access to extra curricular activities, social functions, competitions, sports, picnics, and other non-academic school activities. This helps in ending segregation and builds healthy interpersonal relationships between disabled students and their peer groups.

- **Functional**: Children with disabilities must be able to participate fully in all functional activities. Curriculum must be specially adapted for them. Suitable aids and appliances must be provided to facilitate full participation.
Inclusive Education

Requires Reculturation of schools through:

- Creating Inclusive Cultures,
- Producing Inclusive Policies and
- Evolving Inclusive Practices