Bahir Dar University
College of education and behavioral sciences

Department of special needs and inclusive education

Course: inclusiveness

Chapter 1: Understanding Disabilities and Vulnerabilities

1.1 Definitions of Basic Terms in SNIE (Impairment, Disability and Handicap)

- **Impairment:** means a lack/abnormality of an anatomic, physiological or psychological structure or function on a person.
- It refers to any loss or abnormality of physiological, psychological or anatomical structure or function of human body.

- **Disability:** The term disability is ambiguous as there is no single agreement on the concept (Mitra, 2006) It is not synonymous with AKAL-GUDATENGA (የአካል ጉዳተኛ) meaning impairment.
- The concept of disability is complex, dynamic, multidimensional, and challenged.

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- **Disability** means functional limitations due to physical, intellectual or mental impairment, health or cognitive disorders on a person (WHO,1996).
- The medical definition views the disabled person as needing to-fit in rather than thinking about how society itself should change.
- This medical definition does not adequately explain the interaction between societal conditions or expectations and unique circumstances of an individual the social definition of disability:

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- Disability is a highly varied and complex condition with a range of implications for social identity and behavior.
- Disability largely depends on the context and is a consequence of discrimination, prejudice and exclusion.
- Disabilities are a functional limitation of an individual to perform a task as a normal manner of the communities life.
- It is a result of impairment.

Handicap

- It means an individual is disadvantaged due to his/her impairment and disability in the normal manner of the life of the community.
- It is the result of both impairment and disabilities.
- This leads to underprivileged/poor in social, psychological, economical and political aspect of life of the society at large.

Model of disability

- **Traditional model of disabilities**

- Traditional model of disabilities believed that, it is the result of God punishment, due to, their parents and ancestors wrong doing.
- This model also believes, it is caused by evil, criminal and sinful.
- There is no treatment, b/c it doesn’t focused on the medical and social aspect of the individuals.

- **Medical model**:

- According to medical model disability is caused by, disease.
- This model believed that the disability is the child him/her self.
- it also think, the child is damaged, diagnosis and classification,
- Change the child to fit the system, b/c no attention about external environment.
- Can be cure through medication
- It characterized by Segregation

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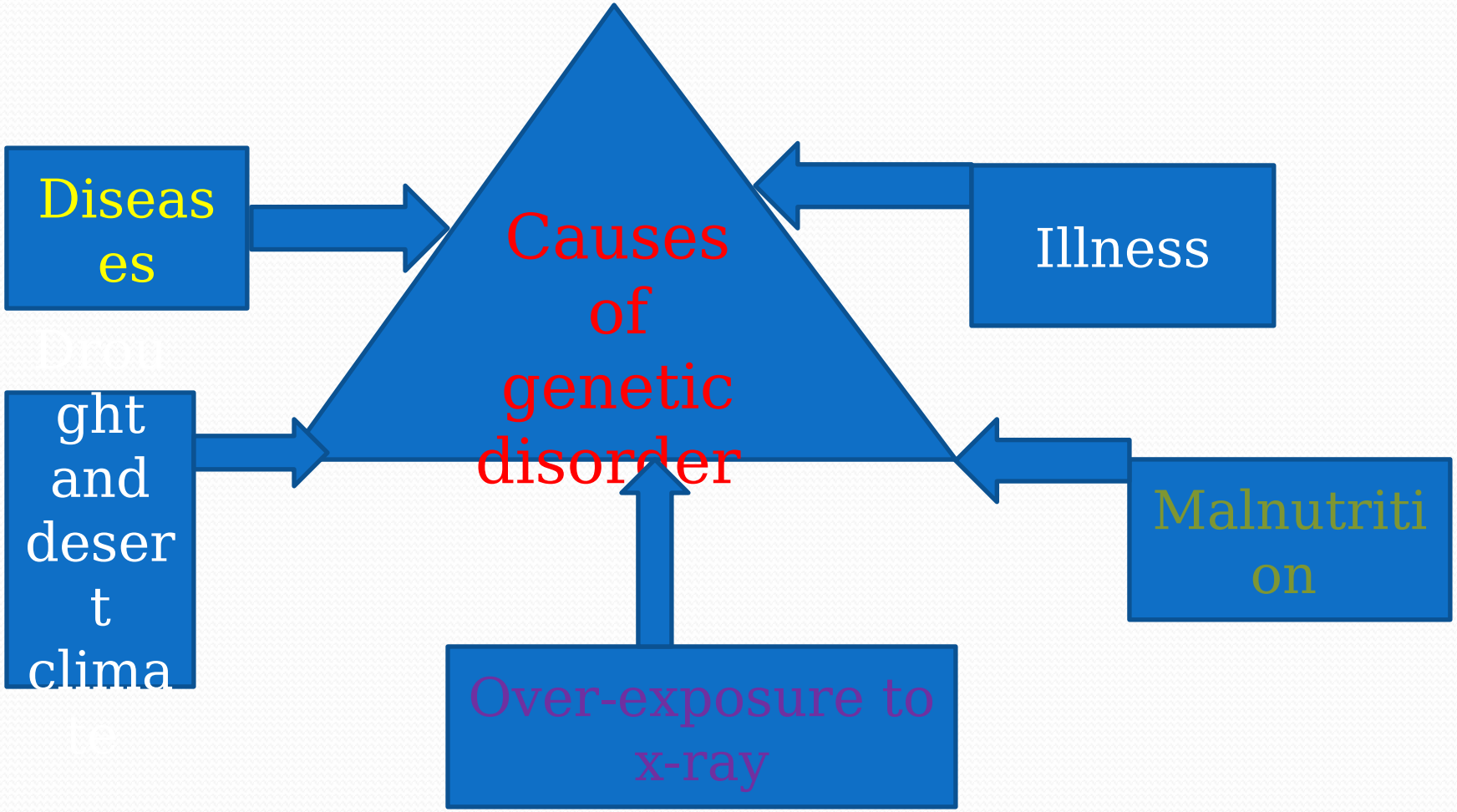
- **Social model**:

- Social model of disabilities focuse on the external environment rather than the disabilities of the child.
- The society them selves are the causes of disabilities, due to;
  - ✓ their attitude towards disabilities,
  - ✓ knowledge about the causes, nature, type and level of disabilities,
  - ✓ The norm, custom, culture and their backgrounds
- According to this model, the child is valued, have strengths, barriers identified and solutions developed.
- It focuses on resources available, diversity welcomed ; child is welcomed, society changes
- So, it give attention to change the system to fit the child.

Cause of disability

Genetic Causes

Abnormalities in genes and genetic inheritance can cause intellectual disability in children.



Environmental

- Poverty and malnutrition in pregnant mothers can cause a deficiency in vital minerals and result in deformation issues in the unborn child.
- Even after birth, poverty and malnutrition can also cause poor development of vital organs in the child, which can finally lead to disability
- The use of drugs, alcohol, tobacco, the exposure to certain toxic chemicals by a pregnant mother can cause intellectual disability to the child

- This can cause damage to the brain of the child. Toxic material such as lead and mercury can damage the brain too.

- **Unknown Causes**

- The human body is a phenomenal thing.
- Scientists have still not figured out what and how some things in the body, cells, brain, and genes come about.
- Humans have still not found all the answers to all the defects in the human body

Inaccessible environments

- Sometimes society makes it difficult for people with some impairment to function freely.
- When society develops infrastructure such as houses, roads, parks and other public places without consideration to people with impairment, basically make it impossible for them to take care of themselves.
- This way, their impairment is made inferior/worse.

1.2 Type of disabilities

A. Visual Impairment

- Visual impairment in general terms has two sub- classifications.

- **Blindness**,

✓ total or partial inability to see because of disease or disorder of the eye, optic nerve, or brain.

✓ The term blindness typically refers to vision loss that is not correctable with eyeglasses or contact lenses.

- **Low vision,**

✓ is used for moderately impaired vision.

✓ People with low vision may have a visual impairment that affects only central vision.

B. Hearing Impairment:

- The definitions given to hearing impairment convey different meaning to different people.
- it is the generic term includes two sub-classifications
  - **Hard of hearing;**
  - **Deaf**

C. Specific Learning Disability:

- means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, etc
- The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Types of Specific Learning Disabilities

- **Dyscalculia**

✓ is a specific learning disability that affects a person‘s ability to understand numbers and learn math.

✓ also have poor comprehension of math symbols, may struggle with memorizing and organizing numbers etc.

- **Dysgraphia**:

✓ is a specific learning disability that affects a person‘s handwriting ability and fine motor skills.

✓ It include illegible handwriting, inconsistent spacing, and difficulty composing writing as well as thinking and writing at the same time

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- **Dyslexia:**

✓ is a specific learning disability that affects reading and related language-based processing skills.

✓ can affect reading fluency; decoding, reading comprehension, recall, writing, spelling, and sometimes speech and can exist along with other related disorders.

D. Speech and language impairment

- **Speech disorder**

- means a communication disorder such as;

- stuttering: rapid-fire repetitions of consonant or vowel sounds, prolongations,
- fluency disorders: are difficulties with the rhythm and timing of speech.
- voice disorders: are problems with the vocal quality or abnormal production.
- **Cluttering**: excessively fast and jerky speech.
- Articulation: errors in the production of speech

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- Articulation disorder exist due to anatomical or physiological limitations in the skeletal, muscular, or neuromuscular support for speech production.
- It characterized by;

- Omissions: (bo for boat); shi for ship
- Substitutions: (wabbit for rabbit); shili for Chili
- Distortions: (shlip for sip) CC

- **Language impairments:**
  - **there are Five basic areas of language impairments:**

- **Phonological disorders:**
  - ✓ abnormal organization of the phonological system, or a significant deficit in speech production or perception.
- **Morphological disorders:**
  - ✓ are difficulties with morphological inflections (inflections on nouns, verbs, and adjectives that signal different kinds of meanings).
- **Semantic disorders:**
  - ✓ are characterized by poor vocabulary development, inappropriate use of word meanings, and/or inability to comprehend word meanings.

- **Syntactic deficits:**

✓ are characterized by difficulty in acquiring the rules that govern word order and others aspects of grammar such as subject-verb agreement.

- **Pragmatic difficulties:**

✓ are characterized as problems in understanding and using language in different social contexts.

E. Autism

- Means a developmental disability significantly affecting verbal and nonverbal communication and social interaction.
- generally evident/ occur before age three
- adversely affects a child‘s educational performance.
- **It** neurodevelopment disorder defined by impairments in social and communication development.

F. Emotional and Behavioral Disorders

- According to Individuals with Disabilities Education Act (IDEA), the term Emotional and Behavioral Disorders means a condition exhibiting one or more characteristics over a long period of time and to a marked degree that adversely affects educational performance.
- Inappropriate types of behavior or feelings under normal circumstances.

Classification of behavioral and emotional disorders

- **Conduct disorder:** individuals may seek attention, are disruptive and act out.
- **Socialized aggression:** individuals join subculture group of peers who are openly disrespectful to their peers, teachers, and parents.
- **Attention problems:** These individuals may have attention deficit, and have poor concentration.
- **Anxiety/Withdrawn**: They typically have low self-esteem and withdraw from immediate activities.
- **Motor excess:** These students are hyperactive and not keep their attention focused.

- **Two Broad Classifications**

1. **Externalizing Behavior**: also called under controlled disorder, include;

- disobedience,
- disruptiveness,
- fighting,
- irresponsibility, etc…

2. **Internalizing Behavior**: also known as over controlled disorders, include;

- anxiety, immaturity,
- social withdrawal, and feeling of inadequacy

G. Intellectual Disability

- Is a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills.
- This disability originates before the age of 18.
- Sub average intellectual functioning
- Generally, an IQ test score of around 70 or as high as 75 indicates a limitation in

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- Significant limitations exist in two or more adaptive skill areas performed by people in their everyday lives.
- **Conceptual skills:** language and literacy; money, time, and number concepts; and self-direction.
- **Social skills:** interpersonal skills, social responsibility, self-esteem.
- **Practical skills:** activities of daily living (personal care), occupational skills, healthcare.

H. Physical disability/Orthopedic Impairment and Health impairment

- **Physical disability**

- physical disabilities are orthopedic impairments.
- The term orthopedic impairment generally refers to conditions of *muscular* or *skeletal system* and sometimes to physical disabling conditions of the *nervous system.*

- based on the impact of physical disability on *mobility* and *motor skills*, it is divided into three.

A. Mild physical disability:- individuals are able to *walk without aids and may make normal developmental progress.*

B. Moderate physical disability:- individuals can *walk with braces/supports and crutches.*

C. Severe physical disability:-individuals who are *wheel-chair dependent and may need special help t*o achieve regular development

I. Health Impairments

- **Heart disease:-**

- It is caused by *improper* circulation of blood by the heart some of the disorders are *congenital*

- **Acquired immune deficiency syndrome (AIDS):-**

- is a very severe disease caused by human immune deficiency virus (HIV) infection and transmitted.

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- **Asthma:**

- is a chronic *respiratory* condition characterized by repaired *explode* (go off) breathing difficulties.

Vulnerability

- Means being at risk of being harmed. Everyone can be harmed, so being vulnerable is part of being human.
- In principle, everyone is vulnerable to some adverse event or circumstance, but some people are more vulnerable than others.
- vulnerability can be generally defined as a complex phenomenon that refers to the following dimensions:

- **Economic difficulties/lack of financial resources**
- **Social exclusion**
- **Lack of social support from social networks**
- **Health difficulties**
- **Being a victim of crime**

chapter 2

Concepts of Inclusion

- Inclusion in education/service refers to:-
- An ongoing process education/services for all human being
- Ensure the *respecting of diversity* and *the different needs* and *abilities, characteristics* and *learning expectations* of the students and communities
- Welcoming of all students through *addressing* and *responding* their special educational needs
- *Eliminating* all forms of discrimination‖ (UNESCO)

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- Inclusive, 2008, P.3 services at any level are *quality provisions* without discrimination or partiality /bias and meeting the diverse needs of people.
- Inclusion is a process of *increasing all persons participation* in learning, employment, services, cultures and communities, and reducing exclusion at all social contexts.
- It try to find to enable communities, systems and structures in all cultures and contexts to combat/struggle discrimination, celebrate diversity, promote participation and overcome barriers to learning and participation for all people.

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- The above definition has the following components:

✓ **Concepts about learners**

- Education is a fundamental human right for all people
- Learning begins at birth and continues throughout life
- All children have a right to education within their own community
- Everyone can learn, and any child can experience difficulties in learning
- All learners need their learning supported child-focused teaching benefits all children

Concepts about the education system and schools

- It is broader than formal schooling
- It is flexible, responsive educational systems
- It creates enabling and welcoming educational environments
- It promotes school improvement –makes effective schools
- It involves whole school approach and collaboration between partners

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- **Concepts about diversity and discrimination**

- ✓ It promotes combating discrimination and exclusionary pressures at any social sectors
- ✓ It enables responding to/acceptance of diversity as a resource not as a problem
- ✓ It prepares learners for an inclusive society that respects and values difference.

- **Concepts about processes to promote inclusion**

- It helps to *identifying* and *overcoming* barriers to participation and exclusionary pressures

- It *increases real participation* of all collaboration, partnership between all stakeholders

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Concepts about resources

- Promotes *unlocking* and *fully* using local resources redistributing existing resources
- It helps to perceive people (children, parents, teachers, members of marginalized groups, etc) *as key resources*
- It helps to *use appropriate resources* and *support* within schools and at local levels for the needs of different children.

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.
- Inclusion implies transition/change from separate, segregated learning and working environments for persons with disabilities to community based systems.

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- Furthermore, UNESCO (2005) has provided four major inclusion principles that support inclusive practice. These include:

- Inclusion is a process.

- It never-ending
- it is to search to find better ways of responding to diversity.

- Inclusion is concerned with the identification and removal of barriers that hinders the development of persons with disabilities.

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- Presence‘ concerned with where persons are provided and how reliably/dependably and punctually they attend;
- participation‘ must incorporate the views of learners/and or workers and
- achievement‘ outcomes of learning across the curriculum, not just test and exam results.

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- Inclusion invokes/raises a particular emphasis on those who may be at risk of marginalization, exclusion or underachievement.

Rationale for Inclusion

- The major ones include: educational, social, legal, economic and inclusive society building foundations.
- ***Educational Foundations***
  - Children *do better* academically, psychologically and socially in inclusive settings.
  - A more *efficient use* of education resources.
  - *Decreases* dropouts and repetitions
  - Teachers *competency*(knowledge, skills, collaboration, satisfaction

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- ***Social Foundation***
  - Segregation teaches individuals to be *fearful*, *ignorant* and *breeds/types prejudice.*
  - All individuals *need an education* that will help them *develop relationships* and *prepare them* for life in the wider community.
- ***Legal Foundations***
  - All individuals have the *right to learn* and *live together*.
  - Human being shouldn‘t be *devalued* or *discriminate, excluded* or sent away because of their disability.
  - There are *no legitimate reasons to separate* children for their education

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Economic Foundation

- Inclusive education has economic benefit, both for individual and for society.
- Inclusive education is more cost-effective than the creation of special schools across the country.
- Children with disabilities go to local schools
- Better employment and job creation opportunities for people with disabilities

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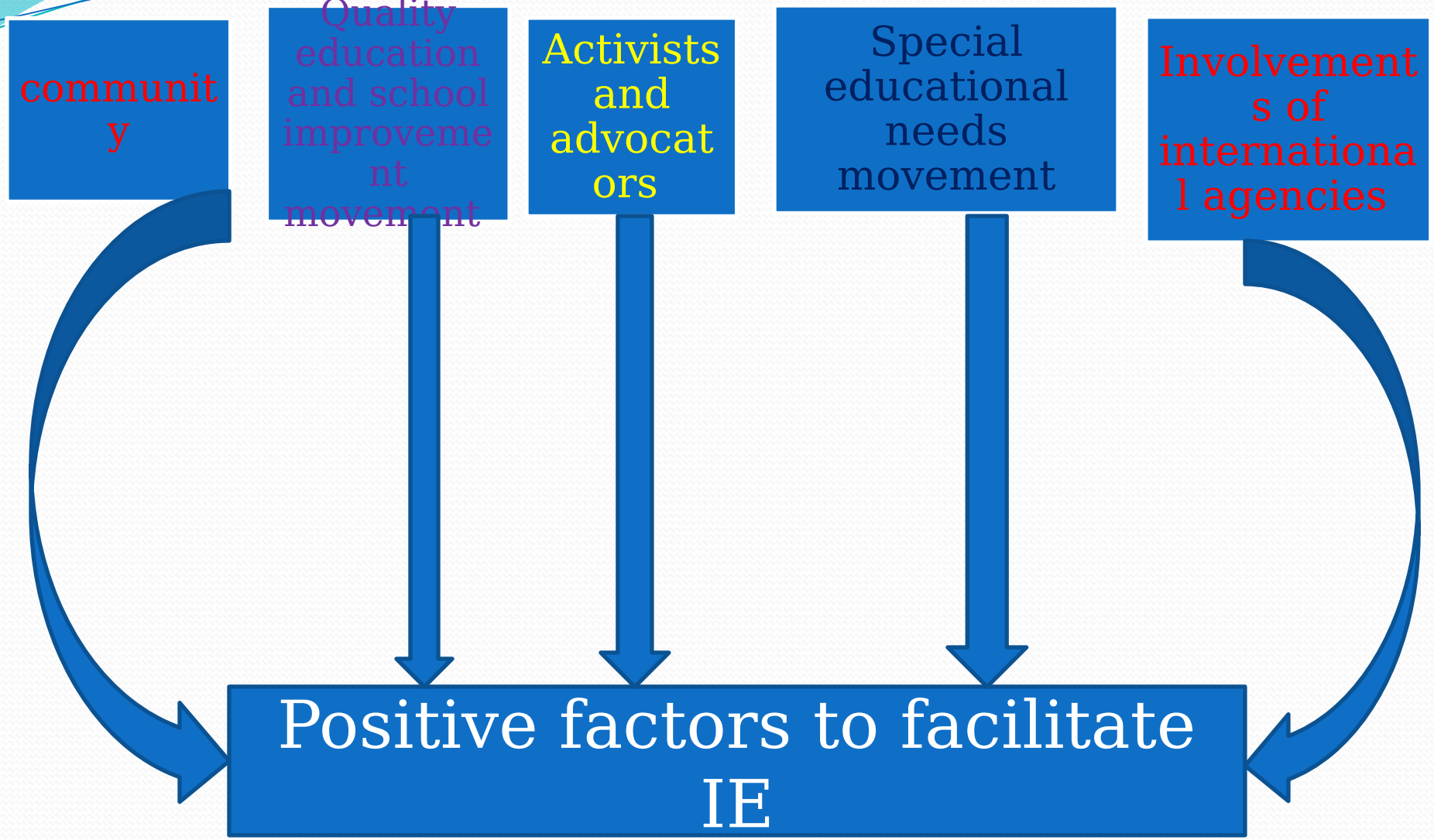
- ***Foundations for Building Inclusive Society***
  - Formation of *mutual understanding* and *appreciation of diversity*
  - Building up em*pathy/understanding*, *tolerance* and *cooperation*
  - Promotion of *sustainable development*

Origin of inclusiveness

- Inclusiveness originated from three major ideas. These include:

- Inclusive education is a basic human right;
- Quality education results from inclusion of students with diverse needs and ability differences, and
- There is no clear demarcation between the characteristics of students with and without disabilities and vulnerabilities.

Positive Factors to Facilitate IE



Benefits of Inclusion

- It is now understood that inclusion benefits for:

✓ Communities,

✓ families,

✓ teachers, and

✓ students by ensuring that children with disabilities attend school with their peers and providing them with adequate support to succeed both academically and socially.

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Benefits for Students with Special Needs Education

In inclusive settings people will develop:

- Observe and imitate socially acceptable behaviors of the students without special needs
- Improved friendships with the social environment and Increased social initiations, interactions, relationships and networks
- Increased achievement of individualized educational program (IEP) goals
- Enhanced skill acquisition, generalization in their learning and the probability that students with SEN will continue to participate in a variety of integrated settings
- Improved academic achievement which leads to quality education service

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- **Benefits for persons without Special Needs Education**

  - Have a variety of opportunities for interacting with their age peers who experience SEN in inclusive school settings.
  - Gain knowledge of a good deal about tolerance, individual difference, and human exceptionality.
  - Learn that students with SEN have many positive characteristics and abilities.
  - Have increased appreciation, acceptance and respect of individual differences among human beings that leads to increased understanding and acceptance of diversity

Benefits for Teachers

- They gain new knowledge and have more opportunities to learn new ways to teach different kinds of students.
- They develop more positive attitudes and approaches towards different people with diverse needs.
- They have greater opportunities to explore new ideas by communicating more often with others from within and outside their school, such as in school clusters or teacher networks, or with parents and community members.

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- **Benefits for Parents/Family**

They:

- Learn more about how their children are being educated in schools with their peers in an inclusive environment.
- Become personally involved and feel a greater sense of accomplishment in helping their children to learn.
- Feel valued and consider themselves as equal partners in providing quality learning opportunities for children.
- Find out ways to interact with others in the community, as well as to understand and the problems.
- Experience positive attitude about themselves and their children.

- **Benefits for society**

  - Introduction of students with disabilities and vulnerabilities in to mainstream schools bring in the students int o local communities and neighborhoods and helps break down barriers and prejudice that prevail in the society towards persons with disability.
  - Communities become more accepting of difference, and everyone benefits from a friendlier, open environment that values and appreciates differences in human beings.
  - Meaningful participation in the economic, social, political and cultural life of communities own cost effective non-segregated schooling system that services both students with and without special needs education.

Ultimate Goal of Inclusion

- The goal of inclusive education is including:-
- To create schools where everyone belongs, by creating inclusive schools.
- To ensure that respect and acceptances of difference and diversity in school.
- To create an inclusive school culture
- Creates better long-term outcomes for all students
- To create inclusive society
- To ensure well coming of all learners

Features of Inclusive Environment

- An inclusive environment means:-
- Members feel respected by and connected to one another.
- Welcomes all people, regardless of their disability and other vulnerabilities.
- It recognizes/identify and uses their skills and strengthens their abilities.
- It includes individuals with disabilities and vulnerabilities at all levels from first time participants to board members
- An inclusive service environment is respectful, supportive, and equalizing.

Inclusive environment

- An inclusive environment is a place that is adjusted to individuals‘ needs and not that individuals are adjusted to the environmental needs.
- It acknowledges that individual differences among individuals are a source of richness and not a problem, and can be met successfully with a wide range of flexible approaches

❖ Successful environment has the following characteristics:

➢ It develops whole-school/environment to promote inclusiveness and quality provisions and practice that are responsive to the individual needs and diversities

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- It recognizes and responds to the diverse needs of individuals and ensuring quality provisions for all through:
  - appropriate accommodations,
  - organizational arrangements,
  - restructuring environment, culture, policy, and practice
  - resource use and partnerships with their community.
  - provides services and facilities equally accessible to all people
- It is committed to serve all individuals together regardless of differences.
- It promoting pro-social activities

Barriers of inclusion

