

Teaching Students with Disabilities

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Abstract: *this paper illustrates information about teaching disabled students. It is generally accepted that teaching disabled people is important topic for the countries. Moreover, in the recent years many methods of teaching these kinds of students have been implemented to practice.*

Keywords: disabilities, educational opportunities, educational, social, economic, poor auditory memory, low tolerance level, high frustration level.

Literature review: Teaching students with disabilities is a global issue. Throughout the world many campaigns organized to support teaching disabled children. Estimates for the number of children (0–14 years) living with disabilities range between 93 million and 150 million. Many children and adults with disabilities have historically been excluded from mainstream education opportunities. In most countries early efforts at providing education or training were generally through separate special schools, usually targeting specific impairments, such as schools for the blind. These institutions reached only a small proportion of those in need and were not cost-effective: usually in urban areas, they tended to isolate individuals from their families and communities. The situation began to change only when legislation started to require including children with disabilities in educational systems.

Methods: Ensuring that children with disabilities receive good quality education in an inclusive environment should be a priority of all countries. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) recognizes the right of all children with disabilities both to be included in the general education systems and to receive the individual support they require. Systemic change to remove barriers and provide reasonable accommodation and support services is required to ensure that children with disabilities are not excluded from mainstream educational opportunities. The inclusion of children and adults with disabilities in education is important for four main reasons.

- Education contributes to human capital formation and is thus a key determinant of personal well-being and welfare.
- Excluding children with disabilities from educational and employment opportunities has high social and economic costs. For example, adults with disabilities tend to be poorer than those without disabilities, but education weakens this association.
- Countries cannot achieve Education for All or the Millennium Development Goal of universal completion of primary education without ensuring access to education for children with disabilities.
- Countries that are signatories to the CRPD cannot fulfil their responsibilities. For children with disabilities, as for all children, education is vital in itself but also instrumental for participating in employment and other areas of social activity. In some cultures, attending school is part of becoming a complete person. Social relations can change the status of people with disabilities in society and affirm their rights. For children who are not disabled, contact with children with a disability in an inclusive setting can, over the longer term, increase familiarity and reduce prejudice. Inclusive education is thus central in promoting inclusive and equitable societies.

Results: Learners with disabilities in the context of quality Education for All – a global movement that aims to meet the learning needs of all children, youth, and adults by 2015 and on the systemic and institutional transformation needed to facilitate inclusive education. In general, children with disabilities are less likely to start school and have lower rates of staying and being promoted in school.

The correlations for both children and adults between low educational outcomes and having a disability is often stronger than the correlations between low educational outcome and other characteristics – such as gender, rural residence, and low economic status. Respondents with disability in the World Health Survey experience significantly lower rates of primary school completion and fewer mean years of education than respondents without disability. In addition, education completion gaps are found across all age groups and are statistically significant for both sub-samples of low-income and high-income countries. There are different approaches around the world to providing education for people with disabilities. The models adopted include special schools and institutions, integrated schools, and inclusive schools.

It has been known that across European countries 2.3% of pupils within compulsory schooling are educated in a segregated setting – either a special school or a separate class in a mainstream school. Belgium and Germany rely heavily on special schools in which children with special needs are separated from their peers. Cyprus, Lithuania, Malta, Norway, and Portugal appear to include the majority of their students in regular classes with their same-age peers. A review of other OECD countries shows similar trends,

with a general movement in developed countries towards inclusive education, though with some exceptions. In developing countries the move towards inclusive schools is just starting.

The inclusion of children with disabilities in regular schools – inclusive schools – is widely regarded as desirable for equality and human rights. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has put forward the following reasons for developing a more inclusive education system.

■ **Educational.** The requirement for inclusive schools to educate all children together means that the schools have to develop ways of teaching that respond to individual differences, to the benefit of all children.

■ **Social.** Inclusive schools can change attitudes towards those who are in some

way “different” by educating all children together. This will help in creating a just society without discrimination.

■ **Economic.** Establishing and maintaining schools that educate all children together is likely to be less costly than setting up a complex system of different types of schools specializing in different groups of children. Inclusive education seeks to enable schools to serve all children in their communities.

In practice, however, it is difficult to ensure the full inclusion of all children with disabilities, even though this is the ultimate goal. Countries vary widely in the numbers of children with disabilities who receive education in either mainstream or segregated settings, and no country has a fully inclusive system so a flexible approach to placement is important.

Professionals, such as specialist teachers and psychologists, working in the challenging field of inclusive special education need to be facilitative individuals who are able to move beyond simply helping parents and other professionals to overcome the difficulties they encounter in educating children with SEND. They need to be able to facilitate the development of parents and colleagues as people, to help them, not only to effectively fulfill their parenting or professional roles but also to fulfill their own personal potential to the maximum possible extent. Caring for a child with a SEND can be such a demanding task that it consumes all of the parents’ energies and may narrow their perspectives on life to the extent that many of their potential areas for fulfillment are thwarted. Professionals can have a substantial positive impact on parents’ lives by helping them widen their focus and attend to their own desires and aspirations. Parents can be encouraged to see that by fulfilling more of their own potential, they will increase their effectiveness in caring for their children with SEND, and in the parenting of their other children, as well as in their family and work roles generally.

Following is a list of some of the common indicators of learning disabled students. These traits are usually not isolated ones; rather, they appear in varying degrees and amounts in most learning disabled students. A learning disabled student:

- Has poor auditory memory—both short term and long term.
- Has a low tolerance level and a high frustration level.
- Has a weak or poor self-esteem.
- Is easily distractible.
- Finds it difficult, if not impossible, to stay on task for extended periods of time.
- Is spontaneous in expression; often cannot control emotions.
- Is easily confused.
- Is verbally demanding.
- Has some difficulty in working with others in small or large group settings.
- Has difficulty in following complicated directions or remembering directions for extended periods of time.
- Has coordination problems with both large and small muscle groups.
- Has inflexibility of thought; is difficult to persuade otherwise.
- Has poor handwriting skills.

- Has a poor concept of time.

Conclusion: Teaching disabled youngsters will present you with some unique and distinctive challenges. Not only will these students demand more of your time and patience, they will require specialized instructional strategies in a structured environment that supports and enhances their learning potential. It is important to remember that learning disabled students are not students who are incapacitated or unable to learn; rather, they need differentiated instruction tailored to their distinctive learning abilities. Use these appropriate strategies with learning disabled students:

- Provide oral instruction for students with reading disabilities. Present tests and reading materials in an oral format so the assessment is not unduly influenced by lack of reading ability.
- Provide learning disabled students with frequent progress checks. Let them know how well they are progressing toward an individual or class goal.
- Give immediate feedback to learning disabled students. They need to see quickly the relationship between what was taught and what was learned.
- Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for a learning disabled child.
- Learning disabled youngsters have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events—items they can touch, hear, smell, etc.
- Learning disabled students need and should get lots of specific praise. Instead of just saying, “You did well,” or “I like your work,” be sure you provide specific praising comments that link the activity directly with the recognition.
- When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that learning disabled children utilize as many of their sensory modalities as possible.
- Encourage cooperative learning activities when possible. Invite students of varying abilities to work together on a specific project or toward a common goal. Create an atmosphere in which a true “community of learners” is facilitated and enhanced.

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