

A Case Study on the Methods of Intervention in Inclusive Classrooms

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ABSTRACT

The concept of inclusive classrooms are more of a topic of debate and research in the Indian classrooms of today. Students with mild to moderate learning disabilities are often found in regular schools along with the normal students struggling hard to fit in. While a few students struggle really hard to learn and compete with the other students in the same classroom. There are a few blessed students with learning disabilities who get friends in the class to accept and accommodate the differences. It is not enough if the teachers are given training to accommodate students with differences and special needs, it is also important to make the students at each level to make them appreciate and accommodate differences.

With the right kind of intervention the students having difficulty in learning fare well in not just the exams but also in life.

KEYWORDS: Concept maps, note making, bilingual mode of instruction, inclusive classrooms

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INTRODUCTION

The students with special needs need to be given confidence and support. Each student has hobbies and interests, which needs to be harvested to unlock the potential lying in each child. Moreover it could also help strengthen the morale of the students. The interest could be used to teach a subject in a way the child would love to listen and learn.

The way a subject is being taught and the methodology used is important in inclusive classrooms to make sure that the student with special needs also grasps the concepts being taught and at the same time it doesn't hinder the progress of the other students in the same classroom. In this paper, the role of each stake holder is explained to make the learning process easier for the student with special needs.

Role of the Principal:

The Principal must remember that the motivation that a teacher has, has an immense impact on the students. It is important to motivate the teachers and also get motivated in return. The time table for extra classes must be framed in such a way that it is easier for the teacher to give attention to each and every student, especially the students who are going to face the board exams shortly. The students could be divided into groups and the discussion must be done on rotations, if a group of students learn Physics today, the next day the group will be learning Chemistry. Each day the teacher will be attending to different group of students of the same class, that she/he is handling.

The prowess of appreciation is colossal, when the teachers are being appreciated for every bit of progress brought in the performance of the students it could lead to a gigantic success.

Role of the teachers:

Teachers are the ones who the students look up to. It is important to stay motivated and cheerful at all times. It is important to understand that even the normal students need variety in their daily routine. The students' interests must be assessed and a lesson plan must be made accordingly.

There is always a competitive spirit in the students and that could be harnessed to make them study.

One on one mode of instruction is helpful as 100% attention is on one student who is a student with special needs. Whatever has been taught in the regular classroom can be taught to the special student, though it is time consuming and it could be challenging at times. It is important to put the needs of the students first.

Students could be divided into teams and be allowed to frame questions for the other teams, for example, boys vs girls. It facilitates a deeper understanding of the subject. Dumb charades could be played using the terminology in the concepts which would be fun for the students at the same time when students are asked to discuss about the terminology it would help them be confident in the subject.

Teams should be carefully and deliberately planned which would include a fast learner, and 2-4 moderate to slow learners.

The fast learners should be given orientation and motivation about his/her role in the learning process of the slow learners.

Use of bilingual system of instruction:

The native language is the best mode of instruction, so instructions can be given in English but to make the concepts to be understood, instructions given in the native language makes it easier for the concepts to be understood.

Use of concept maps and note making:

For the students with difficulty in learning or expressing in lengthy sentences, concept map or note making could be used. The concept maps and the habit of note making also decreases the chances of learning through rote learning.

Role of the parents:

Parents must identify the learning disability present in the child, if any at an early stage so that proper intervention could be given. For the slow learners, belief the parents have in them plays an important role. It should be balanced in a way that it gives confidence to the child at the same time doesn't pressurize the child. It is also important to identify the interests of the child, encouragement plays a vital role in the development of a child.

Collective responsibility to contribute for the improvement and development of the children:

All the stake holders must share the responsibility of the welfare of the children and adolescents. When parents are in constant contact with the teachers it ensures that the child is taken care of at home and at the institution, provides all the possible opportunities for the students to unlock their potential. The management should understand that the child has special needs and must conduct meetings with the teachers regularly about the students with special needs.

Limitations of the study:

This paper is based on the case study carried out on a 2nd PUC student with learning disabilities in a rural district near Bangalore, the above methods were used for intervention. With respect to the students in the urban areas, there are many other factors like the use of media and places for entertainment like malls and restaurants could be a distraction for the students.

Future scope of work:

The methods of intervention activities in urban districts could be researched on. Different methods of intervention like using biolitics to teach Biology. Teaching concepts using songs written on the topic.

Conclusion:

As Swamy Vivekananda says, in any other profession, a mistake being done at the most will cost a person his/her job, but in teaching when the teacher is not so good, it will ruin an entire generation. Teachers must have the aptitude and the attitude for teaching, the gifted students will learn despite the presence of teachers, but the ones who really need teachers are the slow learners and the students with learning disabilities.

C - Compassion for the slow learners and the students with difficulty in learning

O - Opportunities -Creating opportunities for the students having difficulty in learning and using every opportunity that a student provides to encourage them, for example, a display of their talent.

R - Research should be done on the methodologies that could be useful to teach and help the students having difficulty in learning.

E - Evaluation of the action research done and the methodology used, and exchange of ideas amongst the teachers about the methodologies used.

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