

Identification of Self Awareness And Adjustment of Children With Disability In Normal School of Indore City.

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ABSTRACT

As we all are aware with the fact that the children who irrespective of their physical and mental disability are admitted to normal school to get education by mainstream teacher along with the normal children in class and motivated to participate in all the programmes of school equally is called **Inclusive Education**. Importance of Inclusive Education can be understood in the sense of developing disabled children to their fullest with respect to their academic, social, emotional and physical potential abilities who learn in different ways and at different paces so they must be admitted to inclusive school for this reason the present study entitled: “**IDENTIFICATION OF SELF AWARENESS AND ADJUSTMENT OF CHILDREN WITH DISABILITY IN NORMAL SCHOOL OF INDORE CITY.**” is undertaken by the researcher to know the self awareness and adjustment of five students with different types of impairment, who are admitted in a regular school, Ganesh Vidya Mandir affiliated to M.P. board and situated in Palsikar colony, Indore. Researcher used interview method along with schedule to collect the data from parents of impaired students, mainstream teachers, resource teachers, peer group and impaired students of class IV and V. The data were collected in respect to the variables self awareness and adjustment of impaired students studying in inclusive school. The analysis of the data reflects that the adjustment and acceptance by peer group provides a great help to these students. Various facilities provided by school like resource room which provide various facilities to impaired students in taking rest along with normal classrooms help them a lot in adjustment. Above that Resource teachers who are very friendly and supportive to special children help disabled children to adjust themselves and participation in co curricular activities which enable them for self awareness.

1. INTRODUCTION:

There are a few concepts which require definition before we discuss further 'disability', 'inclusive education' and 'self awareness'. All the children irrespective of their physical and mental disability are admitted to normal school and to get education by mainstream teacher along with the normal children in class and motivated to participate in all the programmes of school equally is called **inclusive education**. Any condition in the life of an individual that restricts his or her day to day activities and acts as an attribute to an intellectual, psychiatric, cognitive, neurological, sensory or physical impairment or a combination of those impairments is called **disability**. **Importance of Inclusive Education** can be understood in the sense of developing disabled children to their fullest with respect to their academic, social, emotional and physical potential abilities who learn in different ways and at different paces so they

must be admitted to inclusive school where they can learn in friendly and barrier free environment as child's academic potential can not be developed separately from her/his social, emotional and physical potential, as they are interdependent aspects of a child's development.

2. REVIEW OF RELATED LITERATURE:

● **Related to development of self awareness among special children in inclusive education:**

Fagan, (1996). Increased self awareness among the children with special need can be determined with creation of positive and cooperative environment of class by constant noticing and providing of reinforcement to special children of positive behaviour by educator in class.

● **Related to inclusive education:**

Sapon-Shevin, (2003). Inclusion is not about disability, nor is it only about schools. Inclusion is about social justice. Inclusion demands that we ask what kind of world we want to create, what kinds of skills people need to resist in diverse society. By accepting inclusion as a model of social justice, we can create a world fit for all of us.

● **Related to status of children with special needs in inclusive schools.**

Kennedy & Ikonen, (1994). Students with intellectual and other developmental disabilities in inclusive schools are seen to be more adjustable and comfortable in social network by peer as compared to the normal children.

Fryxell & Kennedy, (2005); Guralnick, Connor, Hammond, Gottman, & Kinnish, (2006). Students with special needs are more likely to be seen with high levels of social interaction in social groups as compared to normal children.

Fisher & Meyer, (2002). Positive effect with respect to the improvement in social competence and communication skills is seen when such children are taught in inclusive settings

● **Related to the use of innovative strategy of memory model and its effect on students achievement:**

Fisher, Sax, Rodifer, & Pumpian, (2003); Giangreco, Dennis, Cloninger, Edelman, & Schattman, (2004). Teachers confidence in their abilities to support inclusive education increases with experience, professional development, using innovative methods to deal with the learning disabled children and other supports like time and resources.

3. RESEARCH METHODOLOGY

● **SAMPLE:** Teachers and Students (Normal and Special children) of Ganesh Vidya Mandir School affiliated to M.P. Board School.

● **TOOLS:** Researcher has used interview method and schedule to collect the qualitative data.

● **PROCEDURE OF DATA COLLECTION:** This is a qualitative study based on appointments with principal, interviews and discussion with disabled children, teachers, parents and peer group in inclusive schools.

● **DATA COLLECTION AND ANALYSIS :** Discussion and interviews along with filing up of schedule by researcher for content analysis provided an in-depth and systematic way of looking at events and provided a sound base for further research. The interviews were structured in nature and schedule was prepared for different types of respondents (disabled children, peer group, parents of disabled children, educators of mainstream classroom and resource teacher and content analysis was done by the researcher.

4. CHARACTERISTICS OF THE RESEARCH RESPONDENTS:

NAME	SEX	AGE	GRADE	IMPAIRMENT
PALLAVI	FEMALE	9	IV	Language and Communication disorder
HUZEFA	MALE	10	IV	Learning Disability
ARUN	MALE	10	IV	Asperger's Syndrome
SWATI	FEMALE	9	V	Slow learner
NIKHIL	MALE	9	V	dyslexia

* the names of all children have been changed to maintain anonymity.

Questions asked by the researcher were with the view to understand the respondents view regarding their adjustment level, comfort and acceptance in the normal class with other normal children, to compare the level of **self awareness** among disabled and normal children in normal classroom in inclusive education .

Before each interview, from students, parents and teachers consent was obtained from students, teachers and parents all and it was made clear that it is not at all compulsory to participate and there would be no effect to their schooling or results in class in case they do not participate in this process and purpose for this research was made them very clear before conducting this interview.

It was very necessary to make parents, children and staff that all the information given by them would be kept confidential.

5. SUPPORT AND EFFORTS OF SCHOOL AND TEACHERS FOR DISABLED CHILDREN:

CHILD	IMPAIRMENT	NO. OF YEARS SPENT IN INCLUSIVE SCHOOL	FACILITIE PROVIDED AT SCHOOL
Pallavi	Language and Communication disorder	4	Regular remedial classes with the resource teacher
Huzefa	Learning Disability	3	Remedial classes with the resource teacher thrice a week
Arun	Asperger's Syndrome	5	Counselling sessions for child and parents
Swati	Slow learner	2	Remedial classes with the resource teacher, exemption from one language
Nikhil	dyslexia	2	Remedial classes with the resource teacher, Provision of Writer, occasional counseling sessions

6. INTERVIEW UNDERTAKEN FROM DISABLED CHILD, PARENTS, EDUCATORS:

The interview was arranged in such a way so as to get students from different levels of study at the school shows the demographics of participants including (10%) disable children of IV grade and (6.67%) of V grade of overall 30 students . Thus, the overwhelming majority of students were of IV class while a few were of V class who responded to the invitations. Out of the 30 respondents, 14 (46.67%) participants were male students and 16 (53.33%) were female students.

QUESTIONS FOR INTERVIEW PREPARED BY RESEARCHER AND ASSESSMENT DONE BY CONTENT ANALYSIS :**FEEDBACK FROM :****A. DISABLED CHILD:**

- **WITH RESPECT TO CHILD'S PARENTS:**

- Q: **What support you get from your parents in your studies?**

- *“My mother helps me lot and father is busy in his work. She is always worried for my studies and comes to school every day during lunch time. Till now she has never ever complained about anything. Sometimes, I ask Mummy whether I am a burden to her. She makes me fell and always tells me that she loves me and I am never going to be a burden.” (Nikhil, suffering from Dyslexia).*

- **WITH RESPECT TO CHILD'S PEER GROUP:**

- Q: **What are views for your peer group in your classroom?**

- *“I have started hating myself as according to my peer group I am stupid I don't have brain no one likes me and no one wants to be my friend everyone hates me I have only one friend and in front of class he also act as if he doesn't me, no one supports me” (Swati , suffering from Slow learning)*

- Q: **What is the behaviour of your peer group towards you?**

- *“My classmates are aware of my nature and they know very well that I get angry easily because of my disability, and so they intentionally do such things however, to such an extent that I get angry and blackmail me that if I will complain it to teacher they will tell the teacher that I have not done my work or I am talking. They tease me to make me angry and get scolded by the teacher”. (Arun, suffering from Asperger's Syndrome).*

- Q: **With whom do you feel very close and comfortable in school?**

- *My friend Jatin, who always ask me how I can live such a difficult life. I tell them that I was born like this so I have to live this life. Now I am used to it. Sometimes even I think and ask God as why has he not made me like my friends (Arun , suffering from Asperger's Syndrome)*

- **WITH RESPECT TO CHILD'S MAINSTREAM TEACHER AND SUPPORTIVE TEACHER:**

- Q: **Does your Mainstream Teachers and supportive teachers been supportive and helpful to you when you have approached them with concerns about disability related barriers you have experienced ?**

- *“All teachers like me except my English teacher as she ask my friend to repeat whatever I said in class and gets angry” (Huzefa, suffering from learning disability)*

- **WITH RESPECT TO ADJUSTMENT IN CLASS:**

Q: Have you faced barriers, related to your disability, in school, which have affected you in using the learning resources, like lectures, handouts etc. in school?

➤ *“Yes, I have faced problems in using and understanding many things and learning resources in the class and therefore, I borrow notebooks from my classmates. But they tease me after that and everyone tells me that I am stupid and my brain does not work like theirs” (Huzefa, suffering from learning disability)*

- **WITH RESPECT TO CHILD'S SELF AWARENESS:**

Q: In which aspects do you consider yourself better than other children of the class?

➤ *“Although I am suffering from dyslexia but my parents tell me that I am very **handsome**. It makes me happy when people tell me I am handsome and I like this about myself “. (Nikhil, suffering from Dyslexia)*

Q: How do you spent your free time?

➤ *“Although I know that I am different from children and not so active like normal children so I usually draw sketches during games period as everyone says that my **sketching is very good** and I love sketching. At home, I do lot of things like playing computer games, playing board games with my sister and watching television”. (Arun, suffering from Asperger's Syndrome)*

INTERPRETATION:

From the above discussion it can be analysed that the peers in school, are one who are closest on par, and play an important role in the lives of the children with disabilities. Children who are not accepted and are unable to adjust with peers are often an easy target for being teased and bullied by their non-disabled peers as reported by children interviewed in this study. It is commonly reflected that they wanted to be accepted and have more friends in the class who understand them and involve them in their talks and play and help them in their **adjustment** in class.

All the boys and girls especially disabled seemed to give more importance to **self awareness** as they were openly appreciated for their abilities at home as well as in school, which made them happy. However, there were two more children who were not at all appreciated or informed about their special talents or not nurtured by the teachers, peers and families. These children were not as confident about their special abilities as other respondents who received encouragement from their family.

B. DISABLED CHILDREN PARENT'S:

- **WITH RESPECT TO CHILD'S PEER GROUP:**

Q: Do you agree with the fact that Pallavi is adjustable with other children in inclusive school?

➤ *Pallavi is not so mature to understand attitude of her friend's towards her and she always wants to play with other kids in the school but other kids shun her as she has problem in speaking clearly so, other kids make her a scapegoat when they are chided for some mischief and she bear everything quietly. (Pallavi's mother).*

- **WITH RESPECT TO CHILD'S SELF AWARENESS:**

Q: According to you is Nikhil really different from other children and consider himself better from others?

> *Nikhil is very conscious of his physical self. He is handsome and she spends quite a lot of time in front of the mirror. He is fond of good clothes, and nice shoes. He picks them himself in stores and tries them passionately when he reaches home. He spends a lot of time everyday in choosing what he decides his daily wear. (Nikhil's mother)*

● **WITH RESPECT TO CHILD'S MAINSTREAM TEACHER AND RESOURCE TEACHER:**

Q: Do you think that Mainstream Teachers and supportive teachers have been supportive and helpful to your child when child approached them with concerns about disability related barriers they have experienced ?

> *Yes, Swati is fond of her resource teacher and she always says that resource teacher is very good, she takes her care and even shares the board games she uses with her in school to be played at home. According to me she is trying very hard for her to pick up the language and always keeps me informed of her progress. (Swati's mother)*

INTERPRETATION:

From the above interview it can be analyzed that 85% of parents are of the view that school must arrange group sessions for normal students and workshops for mainstream teachers in order to make them understand about disability and empathy and problems faced by disabled children every day, make them understand how their behaviour with disabled would help disabled to cope up with all their problems and would help disabled to become emotionally and mentally strong and this step would help disabled in their adjustment with other children in class and boost them to compete with non disabled and make themselves **aware** of their hidden abilities

C. RESOURCE TEACHER IN INCLUSIVE SCHOOL:

● **WITH RESPECT TO MAINSTREAM TEACHER'S:**

Q: Does mainstream teacher's supports you in making inclusive education in school successful?

> *"The regular teachers do not cooperate with us from their side. It is always anyone amongst us who takes initiative and action for children with special needs. The child could really benefit if we teachers are able to work together. There is a great difference in our ideology in terms of dealing with children with special needs." (Resource teacher of a school)*

● **WITH RESPECT TO DISABLED CHILDREN IN SCHOOL:**

Q: Is it in your opinion correct to educate disabled children with inclusive education system?

> *"Yes I am happy for ll the disabled children who has shown remarkable improvement in learning with the help of innovative methods used in class by mainstream teacher. With normal children disabled children starts considering themselves as normal and try to compete with normal children when they are motivated by teachers, parents and peer group." (Resource teacher of a school)*

INTERPRETATION:

From the interview it can be analyzed in between the lines that 80% of the **resource teacher** are of the view that school must arrange workshops, training programmes for the teachers and equip them with such aids that they can handle and is capable to meet the needs of all the students suffering from different disabilities along with normal children . According to resource teacher most of time felt regular teachers do not cooperate and it is always anyone amongst resource teacher who takes initiative and action for children with special needs. The child could really benefit and feel themselves adjusted in class if both resource and mainstream teachers

work together. It can be analysed that there is a great difference in the beliefs of resource and mainstream terms of dealing with children with special needs.” (Resource teacher of a school) “Yes I am happy for ll the disabled children who has shown remarkable improvement in learning with the help of innovative methods used in class by mainstream teacher. With normal children disabled children starts considering themselves as normal and try to compete with normal children when they are motivated by teachers, parents and peer group.”(Resource teacher of a school)

D. MAINSTREAM TEACHER IN INCLUSIVE SCHOOL:

● **WITH RESPECT TO DISABLED CHILDREN:**

Q: Have you and supportive teachers been supportive and helpful to disabled child when they have approached you with concerns about disability related barriers they have experienced ?

➤ *“Yes we are supportive and help the disabled children when they need our help but we cannot waste the time of the entire class in giving special attention and guidance to any one of the disabled child. I have to look after the interest of all my students. Besides, disabled children get remedial education at the Resource centre. The special teachers are there to look after their special needs”. (Mainstream Teacher of School).*

Q: Have you faced barriers, related to disabled children, in school, which have affected you in teaching in class?

➤ *“I have no personal problem with any particular child but it is difficult to teach with few children who continuously try to disturb the class by their distractive behaviours. The other children in the class get distracted and a lot of time is wasted” (Class Teacher of inclusive school).*

INTERPRETATION:

From the above interview we can analyze from the hidden lines that 60% of teachers are of the view that it is necessary that proportionate of resource teacher to special children is low and it is required to maintain this proportion by appointing more trained resource teachers in school. Mainstream teachers feel it difficult to handle special children as according to them environment of class due to some disabled children is disturbed which affects the learning of whole class. Teachers are of the view that 70% of disabled children are cooperative and **adjust** in class with other children but few are very distractive in their behaviour that create nuisance in class and disturb the whole class.

7. CONCLUSION :

It was analysed that special children had support from **various groups** like teachers, resource teachers, parents and little bit from peer group and this is the only reason that these types of children are able to continue in regular school. Adjustment and Acceptance by peers provides a much greater support for children with disabilities. To some extent it is seen that disabled children have to bear strict attitude of regular teachers. But at the same time it is seen that various facilities provided by school like resource room along with normal classrooms, resource teachers very friendly and supportive to special children and responsible for remedial workload of special children, for conducting counselling with parents and special children, to monitor progress of special children in normal class and to take care of special children during co curricular activities of special children help disabled children to adjust themselves and participation in co curricular activities enable them for self awareness.

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