

Mila University Center

Module of Psychology

Master 2

English

*Inclusive Education - Students with
Special Needs - Gifted Learners.*

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1- Introduction:

Inclusive education (IE) is a new approach towards educating the children with disability and learning difficulties with those of normal abilities. It seeks to address the learning needs of all children with a specific focus on those who are marginalized and excluded. This is possible only in flexible education system that adapts itself to meet these learners' needs. There are million children out of school in the world whom are marginalized by factors such as poverty, gender, disability, caste, religion etc. Therefore, surely the idea of Inclusive education is highly important in such conditions. Hence, it should be one of the main priorities of the educational reforms. These reforms should incorporate or implement CSN teaching into regular schools. The major support for inclusive education came from the 1994 World conference on Special Needs Education in Salamanca, Spain which emphasized that: Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

2- Definition of Inclusive Education.

The means of inclusive education is education for all. Inclusive education “is a process of strengthening the capacity of the education system to reach out to all learners. For a school to be inclusive, the attitudes of everyone in the school, including administrators, teachers, and other students, are positive towards students with disabilities. Inclusive education means that all children, regardless of their ability level, are included in a mainstream classroom, students of all ability levels are taught as equals, and that teachers must adjust their curriculum and teaching methodologies so that all students benefit.

“Inclusive education is a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education” (UNESCO, 1994). This means that all children have the right to quality education that caters to their individual needs.

"Inclusive education, according to Kavita Roy (2023), is a teaching approach that ensures all students, regardless of background or ability, have equal opportunities for success. It focuses on diversity, equity, and inclusion, creating an environment where every learner's unique strengths are celebrated and utilized.(p.16)

Singal (2005a) stated that inclusive education is "...a concept that has been adopted from the international discourse.." (p.9). In another context, she says that the use of the term inclusive education was adopted by practitioners and policy planners without necessarily developing a clear understanding of the notion behind it (Singal, 2006). According to Alur (2002), "inclusion is about minimizing exclusion and fostering participation for all students in the culture within a wider framework of support for all children in ordinary schools" (p. 19). Ainscow (1999) viewed it as a never ending process that depended on continuous pedagogical and organizational development within the mainstream.(p.23)

3- Legal Frame and Inclusive Education Policy

Inclusive education has been widely accepted in policies and principles as the future direction for many schools all over the world. Originating from the Salamanca World Conference on Special Needs Education (UNESCO, 1994), which Ainscow and Cesar (2006) referred to as "the most significant international document that has ever appeared in the field of special education" (p.231), inclusive education received widespread recognition across the world.

The Persons with Disability Act (Equal Opportunities, Protection of Rights and Full Participation) 1995 emphatically stated the need for equal opportunities for persons with disability and directed state and local authorities to take appropriate action towards meeting the goal.

The Algerian government has always committed to ensure the right of every child to basic education. Many laws and regulations have been set (Constitution) to provide children with special needs with a free public education, the right of education for all the children.article 53. In addition, education is required for all children aged from 6 to 16, with provisions for those with special needs.(6 to 18).

4- Key Principles of Inclusive Education.

- *Equity. Providing all students with the resources and support they need to succeed.*
- *Diversity ; It encompasses a wide range of abilities, backgrounds, and perspectives. It incorporates diverse teaching methodes and materials.*

5- Goals of inclusive education:

Inclusive education aims to create a suitable learning environment where all students, regardless of their abilities, background, or challenges, have access to quality education. Now, we will show the main goals of inclusive education.

1- Equal Access: *Ensure that students with disabilities or who have special needs can participate in education settings. For example, A school might implement wheelchair ramps and provide materials in multiple format (like Braille ; for learners who could not see) . Thus promote an inclusive environment where everyone can learn together.*

2- Academic achievement: *Inclusive education aims to support all students in reaching their full academic potential , so there are no differences between the two groups. Students with disabilities in inclusive settings often developed better social skills and engagement , which can indirectly enhanced academic outcomes for all students involved.*

3- Social inclusion: *This goal focuses on integrating all students the social fabric of the school community. An example would be organizing collaborative group projects that encourage interaction between students of different abilities , thus enhance friendship and reducing stigma associated with disabilities.*

4- Removing barriers *that prevent learners from accessing education (gender – ethnic – social – origin – language – religion – nationality – economic conditions – abilities...*

6- Benefits of Inclusive Education

The main benefits of the inclusive education include :

- ✓ **Enhancing Social skills :** *It promotes social interaction through communication of peers from different backgrounds and abilities.*
- ✓ **Fostering empathy and collaboration :** *It shows tolerance, understanding, acceptance, and acceptance among the learners.*

- ✓ **Improved Academic outcomes** : *Learners with different abilities will exhibit well developed performances and competences.*
- ✓ **Prepared for Real life world Experiences** : *Through the situations in which they learn, students will be ready to practise the aquired issues in their daily activities.*
- ✓ **Developing the friendship and feeling of sensibility** : *friendship is to make people caredfor, loved, and safe. CSN can create long-lasting friendship. Hence, some learnerse's parents feel more comfortable with CSN.*
- ✓ **Maximize social peace** *through promoting the civil rights.*
- ✓ **Creating a more harmonious learning environment** : *Working together and mutual support help creating a good atmosphere for learners and learning.*

7- Types of special needs in EFL classrooms :

The EFL (English as a Foreign Language) classroom, students with special needs require tailored support to overcome challenges that may hinder their language learning process. Special needs in education encompass a broad spectrum of physical, cognitive, emotional, and social difficulties, each necessitating unique instructional strategies. Recognizing these needs is crucial to fostering an inclusive environment that enables every learner to achieve their full potential. The primary types of special needs often encountered in EFL classrooms include:

1- Learning Disabilities: *Learning disabilities, such as dyslexia and dysgraphia, can significantly impact language acquisition. Students with dyslexia, for instance, may struggle with decoding and spelling English words due to difficulties in phonological processing (Snowling, 2013). These challenges can impede reading fluency and comprehension, requiring explicit, multisensory teaching strategies.*

2- Attention Deficit Hyperactivity Disorder (ADHD): *Learners with ADHD often face challenges in maintaining focus, staying organized, and managing impulsive behaviors, all of which can disrupt their language learning. Teachers need to adopt*

structured activities and incorporate movement to engage these students effectively (Brown & Armstrong, 2012).

3- Physical Disabilities: *Students with physical disabilities may require accommodations like modified seating or assistive technologies. Ensuring accessibility and fostering collaboration among peers promotes inclusion in language learning activities (Sharma & Deppeler, 2005).*

4- Gifted and Talented Learners: *While not traditionally categorized as having "special needs," gifted students require differentiation to ensure they are appropriately challenged. According to Reis and Renzulli (2009), neglecting their needs can lead to disengagement and underachievement, even in EFL contexts.*

Gifted Learners (talented) : They are superior in intellectual abilities to other children of the same age. They exhibit high creativity, high level of motivation, and have independent thinking. They need to provide them with opportunities and challenging curricula that stimulate their intellectual curiosity and satisfy their needs. The main characteristics of these learners is that they are curious, risk takers, preoccupied, flexible in their opinions, and intellectually self confident.

More examples of learners with special needs' problems:

1- Learning disabilities : *Dyslexia (reading difficulties) – Dyscalculia (math difficulties) – Dysgraphia (writing difficulties).*

2- Autism Spectrum Disorder : *Social interaction and communication skills.*

3- Emotional and Behavioural Disorder : *anxiety, depression, and behavioural issues.*

4- Physical Disabilities : *Cerebral palsy or muscular dystrophy (impact mobility / physical coordination)*

5- Sensory Impairment : *blindness – low vision – deafness – hard of hearing.*

6- AttentionDeficit Hyperactivity Disorder : *No attention – impulse control – hyperactivity.*

7- Health impairment : *Chronic health conditions – epilepsy – diabetes.*

8- Teacher's roles in inclusive EFL classrooms:

The role of the teacher in an inclusive EFL classroom is based on ensuring that all students, regardless of their abilities or backgrounds, have the opportunity to learn and succeed. By creating a supportive and inclusive learning environment, adapting instruction to meet diverse needs, and effectively communicating with students, teachers can empower all learners to reach their full potential.

1. Creating an Inclusive Learning Environment: *A teacher in an inclusive EFL classroom must foster a positive and welcoming atmosphere where all students feel valued and respected. This involves establishing clear expectations, using positive reinforcement, and promoting active participation. By creating a sense of belonging, teachers can motivate students to engage in learning and reduce anxiety or self-consciousness.*

2. Adapting Instruction : *To ensure that all students have equal opportunities to learn, teachers must adapt their instructional strategies to accommodate different learning styles and abilities. Additionally, teachers should provide opportunities for peer collaboration and cooperative learning, which can help students support each other and develop important social skills.*

3. Effective Communication: *Teachers should use simple language, avoid jargon, and provide ample opportunities for students to ask questions and seek clarification. Additionally, teachers should be mindful of their nonverbal cues and use them to support their verbal messages.*

9- Challenges in inclusive Classrooms :

Despite the benefits, several challenges persist

- *Non-acceptance and misunderstand among students because of stereotypes.*
- *Teachers feel unprepared or lack of adequate training to support diverse learners.*
- *Programmes don not focus on inclusive practices.*

10- Strategies for implementation of inclusive education

- ❖ **Individulized Education Programs** : *Schools develop tailored programs that outline specific educational goals and necessary supports ensuring that each student meets his / her needs.*
- ❖ **Reasonable Adjustments** : *Adapt the learning activities, teaching strategies, and assessment to accommodate individual needs.*
- ❖ **Supplementary Aids and Services** : *Specialized equipment, adaptive materials, and instructional support.*
- ❖ **Collaboration Learning** : *Opportunities for students to learn together to promote social skills and peer relationship.*
- ❖ **Consistant Routines** : *Establish classroom routines help students feel secure, and improve behaviour and learning outcomes.*
- ❖ **Early Intervention Services** : *Learners receive necessary support from a young age.*
- ❖ **Parents Involvement** : *Foster collaboration with parents to ensure consistency in support strategies between home and school. Parents involvement in all decision-making concerning their children.*
- ❖ **Community and support** : *Strong bonds between educators and the community to create change.*

11- Preparation for Implementation of Inclusive Education

To implement inclusive education in our school, many preparations should be done :

- **Administration** : *Programmes – funds – infrastructures...*
- **Teachers** : *Specialized and trained teachers to work with CSN.*
- **The parents** : *To get their full cooperation.*
- **The CSN** : *To raise their morale to help them take the challenge*

Conclusion

It can be concluded from the major findings that some of the greatest barriers related to inclusion in education are negative attitudes. Many people are not prepared to interact with people with disabilities. Another attitudinal barrier faced by students with disabilities is physical and emotional bullying which is a serious barrier to learning and can lead to isolation and closure of possible inclusion. There is also lack of facilities or assistive technology to aid children with a particular type of difficulty. The curriculum is one of the chief impediments to the progress of inclusive education. It happens because it does not meet the needs of a broad range of diverse learners. The educators' proficiency and outlook have a dramatic impact on the lives of students who are different and who have learning challenges. dearth of qualified staff, scarce learning materials, and absence of support. Significantly, insufficient funding can hamper on going professional development that helps keep both specialists and classroom teachers updated on the best practices of inclusion.

Inclusive education is the only solution to provide not only these learners with equal opportunities but also with abilities. Hence, government should take serious measures to improve the education of CSN by supplying them materials, aids and equipments in inclusive schools. Bisides, they should allocate financial support to these learners. In addition to this, governments needs to well inform the citizens which include teachers, administrators and students, and all people having any kind of disabilities. Teachers also should be trained in such a way so that they can adopt the teaching methods which help in training the students of different ability levels. It is also suggested that there should be accessibility in the schools. Because an accessible Curriculum not only benefits the students having disabilities but also all other children present in the class.

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