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CREATING EFFECTIVE AND INCLUSIVE LEARNING ENVIRONMENTS

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ABSTRACT

Quality of teaching and the creation of collaborative structures to support teachers' core skills, which also enable successful schools in general, should be at the heart of effective inclusion practices, particularly for slightly handicapped children. To ensure professional progress in these skills, however, effective practices in staff development and adult learning must be implemented. The use of one model program, Instructional Consultation Teams, as an example of how staff development is conducted in practice is explained. This argument, which is based on philosophy and ideas, as well as actual results in certain cases, is likely to continue for years. Supporters of the Individuals with Disabilities Education Act (IDEA) argue that the law's intent is for students with disabilities to be educated in community schools' general education classrooms.

KEYWORDS: *Consultation, Collaborative, Inclusive Learning, Staff Development, Teaching.*

1. INTRODUCTION

Within the research, there is still a lack of consensus on the concept and practice of inclusion. Terms like supportive, cooperative, personalized, and collaborative are used to describe the qualities of effective inclusive environments. Inclusion entails the creation of programming that is directly linked to the student's skills and needs and provided within the context of general education**[1].** The current inclusion debate centers on the degree to which students with disabilities should be educated in community schools alongside their non-handicapped peers, rather than being mainstreamed into general education classes after first developing skills and capabilities in segregated environments.

Furthermore, supporters argue that ‘‘full" inclusion will offer not just intellectual advantages, but also the social and emotional ties that such kids will need once they leave the safe haven of organized and restricted schooling and into the less friendly and routinized job environment**[2].** While proponents for full inclusion acknowledge that the costs of achieving such a goal are significant in terms of more personnel and time for collaborative planning, they think that the expenses will benefit individual students and society's productivity. On the other hand, others argue that LRE isn't always required, but rather entails considering a continuum of educational services and determining suitable placement on a student-by-student basis[3**]**. While advocates for a continuum of services are not opposed to fully including students who are deemed capable of succeeding in the classroom, they are concerned, and rightly so in some cases, that service and supports for students with disabilities will decrease, leaving individual students stranded in classrooms, unable to succeed and with little or no support and advocacy.

Between these two points of view, there are a plethora of nuanced, but controversial, ways to conceive and define inclusion**[4].** Regardless matter how different the definitions of inclusion are, there is a fundamental problem in the argument that is seldom recognized. To a great degree, inclusion debaters differ over whether children who struggle in the classroom have a student-centered impairment that has to be recognized in order to offer customized programming and

teaching. That is to say, the present special education procedure primarily revolves on removing kids from being normal, then debating where these handicapped pupils should get specialized training**[5].** Furthermore, whether the current special education delivery system, particularly in the case of mild disabilities i.e., learning disabilities, mild mental retardation, behavior disordered, and language impaired, is defensible, regardless of whether students are pulled out of or given specialized instruction within the general education classroom, is a larger question.

The basis for this essay is a research-based view that the skills underpinning successful inclusion, particularly for slightly handicapped children, should focus on quality of teaching and the creation of collaborative structures to assist instructors**[6].** The current demand for schools to include students with disabilities, and, more importantly, to assist students in achieving success without the need for special education, appears to be linked to a better understanding of several core competencies that educators should possess in order to facilitate the creation of successful schools in general. The capacity to create a common understanding around many important problems; knowledge and use of empirical research on successful teaching and student learning; problem-solving and databased decision-making abilities are among these talents**[7].** We propose that successful and inclusive schools have four main and common processes: conceptual vision and philosophy; teaching methods informed by empirically based research; problem-solving norms; and norms of collegial cooperation and teaming, based on our assessment of the literature.

The ‘‘what" of successful and inclusive schools is represented by these categories. According to, schools must first decide what is essential and then strive to attain that goal. Curriculum and teaching, for example, remain a major emphasis for successful schools. This means that school leadership and staff must commit to dedicate their time, energy, and resources to choosing the greatest curriculum and developing the finest teaching abilities in order to fulfill the needs of all children. The problem of staff development, which will be a significant debate for the growth of the four areas mentioned below, is how a specific school goes about establishing such a focus. These key categories reflect information that educators should be exposed to throughout both their pre-service and in-service training. If there is a core to the riddle of schools' success, mediocrity, or failure, it is found deep within the structure of organizational objectives, including whether they exist, how they are defined and expressed, and the degree to which they are mutually shared. Despite the fact that this idea is widely discussed in organizational development literature, establishing school objectives is often regarded as a useless exercise for staff members by leaders who do not believe in a common vision of education[**8]**.

However, general school objectives are insufficient. According to studies, schools that want to promote inclusion need to define their objectives and vision. For example, when investigated teacher concerns about including students with severe and multiple disabilities, they discovered that staff development, which helped frame the purpose and direction of the inclusion initiative in which they were involved, was a major factor supporting inclusion. Given the continuing dispute about what constitutes inclusion and how it should be defined, it's natural that educators lack a clear vision or expectation of inclusion and must be helped in developing one**.** Staff members having the chance to talk, acquire information, and develop a conceptual grasp of the change they are going to make helps to address a number of fundamental issues that have been examined throughout projects. The research of concerns of people engaged in inclusion by Stokes and Howard found that participants' first concerns were centered on personal and information requirements**.** [**9]**

2. DISCUSSION

These worries faded as more chances arose to develop a shared knowledge of the concept and features of inclusion, a shared philosophy, and to investigate the kinds of services that would be needed and to learn about those that already existed. There are two levels of competence needed in

this situation. First, teachers, staff, and leaders must have a conceptual grasp of the breadth, purpose, and practical consequences of inclusion. Second, certain people inside the school, most likely the administrator or another important participant, must be able to help the staff in developing a vision and philosophy that focuses on all kids' learning and teaching. Such a vision and philosophy will not be realized until school administrators engage and address the fundamental ideas, assumptions, and attitudes of both professionals and community members regarding children with disabilities and successful teaching and learning methods. Student learning, and classroom administration need a knowledge of empirical research for professionals in successful and inclusive environments. Whether or whether a student has a handicap, it is becoming more apparent that how and what the instructor teaches matters. In many cases, the kind of teaching provided to handicapped and non-disabled pupils is similar.

Instead, it seems that how education is given, such as the frequency and emphasis of instructional methods, is important. The studies on the learning environment in their review of the literature. They discovered that interactions between teachers and students, as well as students' ability to react, were both positively linked to academic achievement. The link between student contacts with instructors i.e., being asked questions, responding during learning activities, and getting corrective feedback and student performance has been shown in research over the last two decades. While the quantity and quality of teacher-student interactions are influenced by class size and composition, instructors' expectations are also a factor. Questioning, giving wait time, cuing answers, and coaching are all abilities that teachers must learn.

Teachers must also become more aware of the propensity for students who are anticipated to do badly to have fewer contacts with them. Pre-service teachers should have classroom experience that emphasizes such teaching behaviors, and practicing professionals should establish coaching pairs with the goal of improving teacher-student relationships. The ability for students to react seems to be strongly linked to success, just as it is with student-teacher interactions. It was shown that creating classroom settings where students have numerous chances to react to relevant activities benefits student learning. Teachers may offer regular corrective feedback and evaluate and monitor student learning by giving students more opportunities to reply. Teachers that use a conventional method to teaching such as the stand-and-deliver style are unlikely to offer handicapped pupils with the greatest number of response options. Similarly, such teaching methods will not increase student involvement, whether they are average or above average.

Teachers who are competent in facilitating cooperative modes of participation i.e., cooperative groups; think, pair, share, etc. may enhance student response possibilities with little or no effort. Teachers who learn to watch their own instructional conduct and identify the possibility for reduced response chances for low-achieving and handicapped students, similar to student-teacher interactions, may better seek for alternate methods to maintain high response rates. A typical spelling curriculum in which children study 10 words each week provides a realistic illustration of how success rates affect learning. A pupil should already know 7 of the 10 words on the list that is given on Monday, according to this idea of high success rates. The student's learning is then concentrated on three new words while the other seven are effectively practiced. If a classroom instructor has any doubts about this ratio, she or he should examine the spelling pre-test given to all pupils on Monday. On Monday, most ordinary and high-achieving students already know a significant proportion of the words and just need to study words for the exam on Friday. Low achievers and handicapped kids, on the other hand, often score words right on Monday, implying that they must learn 2-3 times as many words as their peers. While spelling programs are a basic example of how important it is to maintain high success rates, the idea can be applied to any activity or curriculum requirement. As a result, teachers in pre-service and in-service programs must not only be aware of task influence on learning, but also use appropriate classroom and curriculum-based assessment strategies to assess students' prior knowledge, plan objectives based

on that knowledge, and then select appropriate tasks with high success rates. The most often asked issue is whether a classroom instructor with a class of 25-30 students can evaluate pupils before to teaching and then design assignments that suit each student's requirements.

Teachers at effective schools, on the other hand, connect assessment and instructional planning. Teachers in inclusive classrooms must rethink their conception of how to collect important assessment information about students' previous knowledge, just as expanding students' chances to react necessitates redesigning instructional delivery to incorporate cooperative peer interactions. Teachers must accomplish so by using the most abundant resource in the classroom: the students themselves. In a totally redesigned classroom,show how instructors shifted the evaluation process to their pupils. In this case, students were instructed to evaluate what they already understood about the forthcoming task and what they would need to know in order to complete it successfully. This information was used by the instructor to optimize the development of fundamental skills/topics, and then cooperative groups were used to support the success rate during teaching. This student-driven evaluation method not only benefits the instructor, but it also demonstrates a critical thinking capability for students: the capacity to evaluate what they know and need to know about a learning activity.

There are two important points to consider when considering the impact of task factors on student learning. The first is that instructors' desires are often at odds with the notion of high success rates. In order to ‘‘catch up," teachers often seek to offer low achievers and handicapped pupils more unknown material. However, as the study shows, knowing the student's learning rate is more important than the teaching pace in the learning process. More significantly, the dissatisfaction associated with poor success rates erodes the student's long-term drive. The second point to make is that high success rates are not the same as a "watered down" or "slow paced" program. Teachers who acquire the capacity to evaluate a student's knowledge and abilities on a regular basis will be able to improve the student's pace of learning by quickly modifying and increasing goals. Using the spelling test as an example, if a student scores 9 out of 10 words on Monday, a teacher who uses pre-testing may immediately modify the assignment by adding additional words or extending the lesson to include application. Similarly, such evaluation methods will aid instructors in evaluating the pace at which students are learning and adjusting the success rate flexibly based on a student's tolerance for difficulty.

The teacher's role is divided into two parts: controlling the learning process which is mostly covered in the preceding sections and managing the learner. Students' conduct is affected by a variety of factors, including the teaching and management methods used in the classroom, according to professionals in inclusive and successful schools. While the emphasis of this study has been on instructional methods, there is a comparable literature on behavioral interventions in the classroom that records key concepts that are useful to teachers and parents but are less common in practice. For example, gives mental health practitioners an outline of concepts to help them understand the effect of the environment on a child's functioning and how to establish supportive settings at school and at home. As he reframes the issue of mainstreaming children with behavior issues from a focus on the kid to a more inclusive strategy focused on providing environmental support for good conduct, he emphasizes the applicability of these concepts to children with severe emotional disturbance.

A strong foundation in behavioral and cognitive behavioral concepts has also been shown to be beneficial, as long as they are used consistently in the classroom. In the past quarter-century, the empirical literature on classroom management has expanded explosively, with an emphasis on establishing good learning environments rather than disciplinary methods. Even special education instructors are unaware of these methods. It's easy to understand how overwhelmed classroom instructors may feel after reading this short overview of scientific data linked to successful teaching and student learning. Nonetheless, there is a clear message that these scientifically based

methods encourage effective learning and behavior not just for high-achieving kids, but also for low-achieving and disabled children. The last two skills needed for effective and inclusive schools are problem solving and cooperation, which should be developed by schools aiming to integrate such principles throughout all professional functions. In reality, the notions of problem solving and cooperation, in our opinion, should stay connected.

Each, on the other hand, represents a distinct skill that must be mastered by experts in order for schools to be effective and inclusive, and each needs to be treated as such. We'll start with problem-solving competence and the idea that professionals in successful and inclusive schools embrace, develop, and execute a shared problem-solving framework that is based in the school's overarching philosophy and mission. A problem, according to the American Heritage Dictionary, is a condition, issue, or person that causes confusion or trouble, a query to be pondered, solved, or answered. The ultimate issue or condition to be addressed in education is always the same: student success. School success resides in the direction of logical planning and action when administrators unite teachers against a single shared enemy: poor student performance. Problem solving, in the context of effective and inclusive schools, represents an agreed-upon strategy to enhancing student learning. The aim of enhanced student learning in the regular classroom is unique to inclusive schools. It's important to note, however, that coaching depends on the other four training techniques to build awareness, knowledge, and competence. When a person lacks the awareness or competence to be taught, it is impossible to teach them. If there is a deficiency, further training techniques will be required to develop the necessary knowledge and abilities. As one would anticipate, integrating training techniques strategically and progressively has a larger effect than using just one strategy.

3. CONCLUSION

Given the history of separating children with disabilities over the last 25 years, the choice by schools and school districts to shift toward inclusion is not a small one. It requires a mental shift as well as a change in behavior. Even educators who support the concept of inclusion frequently lack the necessary instructional and management skills to feel comfortable achieving success with such diverse learning needs, and many educators do not currently work in a school environment that supports their individual efforts through established norms of collaboration and problem solving. The knowledge and skills gained from empirical research on teaching and learning, as well as an awareness and comprehension of the research on successful professional development, must be considered in the success of inclusion. When schools and systems make a clear commitment to successful inclusion practices, the design and execution of comprehensive staff development programs to support the establishment of inclusive and effective schools is important and feasible.

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