
CHILDRENS WITH SPECIAL NEEDS AND QUALITY EDUCATION

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Abstract

In this paper we are discuss about the children with special needs and quality education. Every day children with disabilities faces many problems, they were treated indifferently, to overcome these problems they should be exposed to quality education. Education is the key to solve all the basic problems for the children with special needs.

Introduction

“Special needs” is an umbrella term for a staggering array of diagnoses. Children with special needs may have mild learning disabilities or profound cognitive impairment .All children, including with special needs, have a right to an education which is appropriate to their needs. The aims of education for people with special needs are same as apply to all children. Education should be about enabling all children, in line with their abilities, to live full and independent lives so they can contribute to learn throughout their lives.

Meaning of children's with Special Needs

The educational requirements of pupils or students suffering from any of a wide range of physical **disabilities**, medical conditions, intellectual difficulties, or emotional problems, including deafness, blindness, dyslexia, learning difficulties, and behavioural problems.

The special children's struggle

The enrolment rate of CWDS in pre-primary, primary and secondary school is very low. About 9% of CWDS attend school and only 6% of these children complete primary school and go to study in secondary schools. **Financial incapacity to manage the school dues.**

The current school curriculum is not sensitive to the educational needs of CWDS and opportunities for these children are consequently limited and restricted.

School infrastructural difficulties are unfriendly to meet the CWDS' need. Lack of/limited involvement in sports disability related activities for CWDS hence restricting sports ambitions and poor body healthy set up for such children.

Negative attitude towards CWDS by teachers and their fellow colleagues/ peers has affected the retention of CWDS in school.

Long distance Schools are not within the reach of CWDS. In rural areas, transport is still a big obstacle. This is complicated by some CWDS.

Education for physically challenged children

The physically handicapped persons should be trained in a way that has to possess confidence in order to adjust himself with the environment.

- To learn to be independent.
- To care for his personal needs.
- To become proficient in a suitable occupation field
- To assume family, social and citizenship responsibilities

The guidance programmes of the school should ask the teacher to give instruction to each child of these categories personally. There are four major types of special needs children:

1. Physical – muscular dystrophy, multiple sclerosis, chronic asthma, epilepsy, etc.
 - Developmental – down syndrome, autism, dyslexia, processing disorders
2. Behavioural /Emotional – ADD, bi-polar, oppositional defiance disorder, etc.
3. Sensory Impaired – Blind, visually impaired, deaf, limited hearing

Identification of Gifted Children

It is necessary to identify the gifted children in the school. The cooperation of the parents, teachers, psychologists and social workers are required to identify them following are the several method to identify the children.

- Intelligence tests
- Achievement tests
- Cumulative record cards
- Teacher's observation

Characteristics of Gifted Children

Physique and health

Naturally, gifted children are physically superior than other children.

School achievements

Most gifted children in school are usually high achievers.

Reading Development

They will read quickly, with deeper understanding.

Interests

Giftedness is characterised by enthusiasm and they are interested in activities. They usually wish to persist in the case of difficulty which they consider as worthwhile.

Social and Emotional Development

They naturally possess a high degree of organizing capacity which influences their emotional development. They are always stable in the general and emotional situations. They will be patient to all environments. But they will become aggressive if the authority questions them unreasonably and they will also challenge the situation.

Character and personality: A majority of gifted children are fond of showing their superiority in character and personality. They want to project them as first in learning, remembering, the ability to analyse a problem, reasoning, reproducing activities they learnt already, etc. They have the power of sustained attention.

Education for gifted children

- Making the student aware of his assets and Limitations.
- Helping the child in planning and Decision-Making.
- Helping him develop vocationally
- Helping him achieve higher-level work skills.
- Helping the mentally gifted to reach an optimum growth

Education for Visually Impaired Children/Visually Handicapped Children

Visually impaired children can be classified into categories and they are;

1. The blind who are educated through channels other than vision, and
2. The partially sighted who can acquire educational skills by utilising their vision.

There are certain symptoms and observable behaviours to identify the children with visual impairment or partially sighted. Such a child:

- Rubs eyes excessively
- Covers one eye and tilts the head forward
- Holds objects including the book close to his eyes
- Asks other children when taking notes from the blackboard
- Blinks more frequently
- Have watery eyes.

Education for deaf and dumb children

The school teachers have to notice the nature of hearing impaired children, see that they are adequately diagnosed and given whatever, medical treatment is necessary and provide an appropriate educational guidance programme. Though the educational guidance programme is not the same for all cases of hearing handicaps, we will discuss some general procedures for helping hearing impaired children who, despite the handicap, can make some use of auditory stimuli.

The deaf people need a provision of part-time specialised or trained teacher counsellor to help them individually or in small groups for an hour a day. This help would consist of:

- Training in the use of hearing aids
- Auditory training
- Lip reading
- Speech correction

The ability to pronounce sounds cannot be considered as speech. It involves the assimilation of sounds into word, then combination of words into units to make a meaningful whole. Speech is the best means of communication of one's ideas, feelings and thoughts. So in the normal development and progress of the child, speech defects can be a hurdle.

Conclusion

The community at large is often unaware of the potential of children with special needs. In the popular mind, special needs are usually identified with very low expectations. Parents and institutions should believe in the value of educating children with special needs. The higher the expectations, the higher will be their acceptance in the families and institutions. Every child is unique, with individual strengths and learning needs. Children should therefore have access to a range of different teaching approaches and learning programmes to meet their individual needs.