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Role of Guidance and Participation in Inclusive Education

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Abstract

Inclusive Education as the term denotes, is providing education to students from myriad background, viz., Social, economic, geographic, positioned in a spectrum of disabilities. This paper discusses the flexibility and adaptability required in inclusive education, to ensure Passage to the regular curriculum, and the need for special schools and centres to cater to the requirements of disabled children more as a support system. The support mechanism to be provided to the educators, the students and collaborating with the stakeholders. It highlights how counselling and guidance to both the parents and the students with disability will ensure an overall development and helps them integrate in the society.

Introduction

A type of education known as inclusive education does not make a distinction between students who are typically enrolled in classes and those who have special needs, be they linguistic, social, intellectual, emotional, or physical. Students living in isolated indigenous communities, in remote or underdeveloped areas, experiencing social or natural disasters, and being unable to afford regular schooling from elementary school through senior high school are also included. Primary schools that offer inclusive education must modify their curricula, infrastructure, and instructional resources, as well as their learning management systems, to better meet the unique needs of each student. In addition, individualised guidance and counselling programmes are required to optimise the inclusion of education in primary schools.

The inclusive education system ought to be adaptable as a whole. Comprehensive education ought to be malleable as an ideology. Its tenet should be to teach students in regular classrooms whenever feasible. The methods and resources employed to provide these kids with a sufficient transition to the standard curriculum must take this need for flexibility into account. When debating the type of care needed, one should always begin with what is best for that specific child. Prioritising inclusive education does not mean disqualifying special education facilities or schools. They would still have to provide care for kids who have complex and enigmatic needs that require more specialised assistance, like a lot of deaf kids. That being said, unless their needs cannot be met in a classroom, this substitute

should not be considered. They participate in excellent programmes, utilising their vast knowledge and experience. Their activities form bonds with those of families, communities, and regular schools. With the help of inclusive education services, kids with disabilities can live with their families and attend the closest school just like regular kids. This fact is of fundamental importance to their personal development. More severe consequences could arise from impeding a disabled child's normal development than from the disability itself. The role of parents is emphasised first in this framework.

They ought to participate in all decisions pertaining to their child. They ought to be regarded as collaborators in the process of teaching. Parents have been found to be extremely valuable resources for teachers and schools where there is such a partnership. Prior to attending school or participating in school activities, a child with special educational needs must resolve several practical issues. It requires relatively simple arrangements, given that coordinated local and unusual initiatives are sparked. It is also important to remember that the child's schoolmates are a valuable and promising partner who is ready and able to assist in resolving some of these issues.

Present Situation in Relation to Indian School Like everywhere else in the world, integrated education has replaced special schools and discriminatory education for children with disabilities in India. Integrated Education of Disabled Children is a national programme funded by the central government (IEDC). This project, which was initiated in the 1980s, was created using the lessons learned from a pilot project on integrated education of disabled children (PIED), which was funded by UNICEF. Several NGOs carried out this IEDC in the middle of the 1980s with funding from the Indian government. The Ministry of Human Resource Development is in charge of carrying out this project. Essentially, this is a travelling resource teaching approach, where each of the eight special needs children received a resource teacher. Approximately 60,000 kids suffer from disabilities.

Guidance for Teachers and Educators

To meet the varied needs of students, inclusive education necessitates that educators receive the direction and assistance they need to acquire the requisite knowledge, abilities, and attitudes. This advice consists of:

1. Professional Development: Providing opportunities for continuous professional development to teachers in order to improve their comprehension of differentiated instruction, inclusive practises, assessment methods, and classroom management strategies.
2. Cooperation and networking: Encouraging cooperation between educators-special educators, support personnel, and specialists-in order to exchange ideas, pool resources, and create successful teaching methods for a range of students.
3. Resource Access: Ensuring that educators have the tools necessary to meet each student's unique learning needs, such as specialised equipment, assistive technologies, and instructional materials.

Individualized Support for Students

Guidance and participation in inclusive education involve providing individualized support to students to help them succeed in the classroom. This support includes:

1. Individualized education plans, or IEPs: Are created and implemented for students with special needs. They include goals, accommodations, and support services that are specific to each student's needs.
2. Differentiated instruction involves modifying teaching strategies: resources, and evaluation tools to suit the varied learning styles, aptitudes, and interests of students. This guarantees that every student has access to the curriculum and can participate actively.

3. Personalized learning: Acknowledging and addressing each student's distinct strengths and challenges, encouraging self-directed learning, and establishing realistic goals that advance their behavioural, social, emotional, and intellectual growth.

Collaboration with Families and Communities

Guidance and participation in inclusive education involve actively involving families and communities in the education process. This collaboration includes:

1. Parental Involvement: Encouraging parents to take an active role in their child's education by consulting with them and including them in choices that affect their child's path through school.
2. Open Communication: Creating efficient channels of contact between educators, parents, and schools; keeping parents informed on a regular basis; exchanging progress reports; and talking about ways to help students learn and thrive.
3. Community engagement involves providing avenues for students to establish connections with their local communities, implementing inclusive practises, and cultivating a feeling of acceptance, deference, and comprehension for every person.

Advocating for inclusive policies

Raising awareness and actively participating in the development of inclusive practises are all part of inclusive education guidance and participation. This entails:

1. Promoting Inclusive Policies: Working with interested parties, decision-makers, and educational authorities, promote inclusive laws and policies that uphold the rights and fair access to education for every student.
2. Developing an Inclusive School Culture: Encouraging a school environment that is welcoming to all, values diversity, encourages tolerance, and upholds the values of equality, respect, and inclusivity.
3. Overcoming Obstacles and Difficulties: recognising and resolving systemic obstacles and difficulties, such as lack of resources, social stigmas, physical accessibility, and discriminatory practises, that impede inclusive education.

To sum up, assistance and involvement are essential components of an inclusive educational system.

Role of a Guidance Counsellor of Students with Disability

A counsellor's role encompasses not only the individual with a disability but also their parents and other family members. Counsellors working with people with disabilities (PWDs) need to understand that their main goal in counselling them is to assist them in realising their own potential. The counsellor ought to assist the person with disabilities in growing in self-assurance and independence. People with disabilities lead emotionally active lives just like anyone else. The PWD should have the impression that the counsellor is someone they can trust.

The success of the counsellor's efforts depends on gaining this trust, which the counsellor must remember. Counsellors who work with individuals who have disabilities understand that these individuals need success and positive experiences, which should be given to them. In order to help parents accept and fully understand their child, counsellors must also collaborate with the parents. The counsellor should try to focus conversations on the issues that parents seem to think are most important while keeping in mind their perspective. Counselling should be directed towards:

- Assisting them in viewing their child with greater objectivity.
- Assisting them in understanding what behaviours their child will outgrow and what behaviours they should anticipate continuing.

- Offering them advice on how to deal with different issues that families of disabled children frequently face.
- Letting them know about available study resources, such as books and pamphlets that offer advice on how to manage people with disabilities.
- How to interact with their child more effectively by accepting, comprehending, and knowing them better.
- Helping them maintain the child's interest in recreational activities and other positive pursuits.
- Giving them information about the community resources that are available, such as clinics, sheltered workshops, schools, etc. When parents find out that their child has a disability, they experience a series of emotions.

Shock and disbelief, denial, rage, guilt, frustration, depression, recognition, and adaptation are some possible emotions. A counsellor ought to provide assistance during these phases. The child's training and counselling should involve both parents, according to the counsellor. The child's abilities should be highlighted in the diagnostic assessment. Counselling should be provided to the family members to help them overcome the stigma associated with disability and its related issues. The PWD should get assistance from the counsellor in making future plans.

Student Counselling for Individual or Multiple Disabilities

This is a pretty vulnerable area. Parental and child counselling is very important. Although the SSA provides some training to primary teachers, no dedicated or lengthy courses are offered in this field. It is anticipated that secondary school teachers will receive training via the IEDSS. The education of the students with disabilities is positively impacted by the teachers. Typically, people are sympathetic to these students because they negatively impact the child's mental health. They constantly hear reminders of their shortcomings. This is not the best course of action for these kids' development. Therefore, it's critical that the instructor makes an effort to comprehend the special needs of each student.

Conclusion

Guidance services are meant to help students find someone, understand their surroundings, and make plans for the future. Every effort aims to help students identify their own assets and shortcomings so they can grow as people in the classroom, at home, and in other social settings. A counsellor can help students with disabilities feel more confident by offering guidance for children with special needs. Students with special needs exhibit distinct traits. It is necessary to modify the form of education and guidance services based on these diverse characteristics.

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