Supporting Education System For Social Involvement Of Children With Special Needs

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Abstract

Purpose: this study aimed at exploring the supporting education system provided for social involvement for children with special needs in two countries, the Kingdom of Saudi Arabia and Jordan.

Methodology: The method of conducting a literature review and educational legislation serve as the two primary sources of information utilized in this investigation. This is done so that an overview of the idea of inclusive education as a service delivery system for children who have special needs can be presented as a result of the study.

Findings: According to the findings, inclusive education provides children with the best educational opportunity and access to quality instruction, regardless of how well the children are able to think, feel, or engage socially with other people. This is because inclusive education welcomes all children. Additionally, inclusive education can provide students who have physical, emotional, mental, or social disabilities as well as the potential for intelligence or other special talents with as many opportunities as possible to interact and be with other typical children, which can assist these students in developing a healthy sense of identity.

Conclusion: Inclusive education can provide students with the potential for intelligence or other special talents with as many opportunities as possible to be with other typical children. a young kid who needs more care and attention.

Keywords: Education System, Social Involvement, Special Needs.

Introduction

The current paradigm change in education is known as inclusive education. All children, including those with standard development and those with special needs, are offered the same legal rights and academic opportunities in an inclusive school. Due to the frequency with which students with disabilities get uneven treatment in educational services, inclusive education is a significant component of schooling. In general, children with exceptional needs get a more segmented education than ordinarily developing children (O'Connor et al., 1993). Although the majority of inclusive schools are located in the nation's capital, children with special needs may be found in almost every region. As a result, some children with special needs are unable to attend school because it is too far away from their homes. Public schools, on the other hand, are not prepared to accommodate children with special needs because they think they are unable to educate and lead these students (Gavish, 2017).

Based on the values of equality, justice, and individual rights, the creation of inclusive education was a reaction to the rights of every child. The definition of inclusive education is education that allows all students with disabilities to access and attend conventional schools while courses are in session. In the context of education, the term "inclusive" refers to a style of education that does not discriminate against individuals based on their abilities and/or disabilities. It is a method in education services to accommodate the variety, uniqueness, and potential of children so that all children, including those with special needs, have the same quality of self as other children. In education services, inclusive education is an approach to accommodate the variety, uniqueness, and potential of children (Florian, 2019). Another typical-looking child.

The provision of educational services for kids with disabilities via a system of segregation was one of the key causes of discontent that led to the conception of inclusive education. According to Husny & Fasching (2022) students with disabilities and youngsters with special needs are the intended audience for the segregation system, which is an administrative method used in schools. It is claimed that the goals of special education run opposed to the actions of the current system. When the purpose of providing education for children with special needs is to enable these youngsters to operate independently and socially in their society, the objective of the education is met. In spite of this, the process of imparting education separates

the separated system from the larger population, which is especially true in contemporary society (Marginson, 2016).

As a result of recognizing this fact, the concept of inclusive education emerged. Due to the prevalence of the concept of inclusive education, it is feasible to conclude that students with and without disabilities should be educated in the same institution or setting (Kirby, 2017). This is done so that all of the potential possessed by youngsters may be realized. This is owing to the fact that normal children and children with special needs coexist in society and cannot be separated from one another. The history of a kid, including any mental or physical problems, is not considered in an inclusive education, which is a philosophy of education that emphasizes equality. In order to gain educational services for children with special needs, it is vital to offer them with the same opportunities as typically developing children in surrounding schools so that they may study together. It is believed that inclusive education will be one of the solutions to the problems that present in the administration of special education for children.

The basic objective of education, which is to humanize individuals, is incompatible with the segregation system that separates ordinarily developing and disabled children into separate classes (Ressa, 2016). The outcomes of segregative systems are often discriminatory and exclusive, as well as expensive, ineffective, and inefficient, and there is no reason to believe they would be advantageous. Because the curriculum designed for children with special needs differs from the curriculum utilized in ordinary schools, the isolation that occurs in a segregative model for children with special needs prevents these children from reaching their full potential. Because, in essence, children are educated at the school level so that they will be able to live with regular society in the future and will not be separated from it, the underlying principle of inclusive education is that all students, regardless of their limitations and situations, should study together in the classroom. Due to this coming together, children with special needs and average children are able to interact with one another. Because they are in the same environment, children with special needs may believe they are the same as typically developing youngsters. This may have a positive impact on the growth and development of youngsters. In addition to these principles, inclusive education seeks to achieve a good goal. This purpose is to guarantee that children with special needs

have the same access to a high-quality education as regular children, allowing them to attain their full potential.

Problem Statement

Children who have special needs are at risk of experiencing social exclusion and poor self-esteem if they are not provided with sufficient opportunity to interact with children of the same age from other groups. They are particularly vulnerable as they are not getting the affection, familiarity, and intellectual stimulation they need from their contemporaries; therefore, this makes them extra susceptible. Because of these circumstances, children with special needs have even greater difficulties than they did in the past as a result of their disability, which prevents them from attaining their full potential as they become older. As a direct result of this, children who have special needs are increasingly being indoctrinated with the belief that they are incapable of achieving very much for either themselves or for others.

Children who have developmental disabilities often attend specialized schools designed to help them acquire the knowledge and abilities necessary to function effectively as independent adults in society. According to observations made in the field, adolescents with disabilities who attend special schools stay in school for a total of 12 years but make very little to no progress throughout that time. This is evident in the child's degree of autonomy, despite the fact that there are various activities for which they still need support from their parents.

Therefore, it is of the utmost importance to investigate the most efficient method that can be established to assist children who have special needs in becoming active members of the society.

Objective of the Study

The goal of this research is to present an overview of a concept of an education delivery service system that includes inclusive education for children who have special needs. This will be accomplished through the use of a literature study methodology and educational regulations.

Literature Review

Social Involvement of Children with Special Needs

In a variety of social contexts, it's possible that children with special needs will have a more difficult time than average

youngsters. However, in order for children to develop their social and emotional skills and to be able to create meaningful connections, they need the opportunity to participate in meaningful social activities.

Integration of children with special needs into regular classes should take place whenever it is practical to do so since this may enable children with special needs to engage more actively in classroom activities. This may include enrolling them in a usually developing school so that they may study alongside their classmates and engage in social activities at the same time. In addition, children with special needs may benefit from educational programs, therapies, and support services designed specifically for them, since these may help them acquire and practice skills that are necessary for effective social connections (Tohara, 2021).

Children who have special needs may benefit from developing social relationships by participation in extracurricular activities outside of the classroom, such as sports teams, music programs, or clubs. This increases the number of opportunities they have to converse with others of the same age range. These activities not only provide children the opportunity to get to know new people and make new friends, but they also teach them vital social skills such as working together on projects, expressing themselves clearly, and finding solutions to problems (Tan & Chua, 2022).

In addition to this, it is of the utmost importance to equip children with special needs with instruction in social skills. Children might benefit from receiving lessons in conversational skills, maintaining a subject of discussion, interpreting social signals, and resolving conflicts (Bishop et al., 2017).

In the end, parents and primary caregivers are the ones who play the most important role in encouraging the participation of children with special needs in extracurricular activities. It's important for parents to not only encourage their children to establish friends, but also to guide them while they do so. It is also possible for parents to urge their children to participate in various social activities.

Socialization and involvement in one's community are very beneficial experiences for children of any kind, including those with special needs (Anderson et al., 2019). They gain vital life skills, create significant connections with others, and develop a stronger sense of belonging in their own communities as a result of these experiences.

Schooling System for Children with Special Needs

The issue of how best to teach children who have special needs is a complex one, and there are various schools of thought, each of which argues that their method is the most successful one. These are some of the ideas that are supported by the largest number of people:

The inclusive point of view of the world: One school of thought maintains that it is vital for children who have special requirements to participate in general education courses to the greatest extent that is logistically feasible. According to those who are in favor of the inclusion movement, children who have disabilities should be allowed to attend regular schools since doing so might potentially assist the children achieve academically as well as socially (Ainscow, 2020).

According to the Least Restrictive Environment (LRE) theory, it is best for children with special needs to receive an education in the environment that is both as accommodating to their level of capability as well as the environment that imposes the fewest restrictions on them as is reasonably possible. The theory of least restrictive environment (LRE) proposes that children who have special needs should get an education in a setting that is adapted to fulfill the requirements that are unique to them (Hewett et al., 2017). This setting may not look like a traditional classroom.

It is the duty of instructors to modify their lessons in line with the tenets of differentiated instruction in order to make sure that all students, including those who have specialized needs, can comprehend what they are being taught. According to DeMink-Carthew & Olofson, 2020) one way for accomplishing this objective is to individualize the learning experience of each student by customizing their lessons, assignments, and assessments.

According to the Universal Design for Learning (UDL) Hypothesis, all students, including those who have specific needs, should be able to benefit from the same high-quality education according to the proponents of this idea. According to de Oliveira et al., (2018) this idea also states that all students should be able to benefit from the same high-quality education. It lays a significant amount of stress on the need of incorporating a broad range of student interaction, representation, and expression in the environment of the classroom.

According to Fuchs & Fuchs (2017) the technique known as Response to Intervention (RTI) encourages the early identification of kids who are at risk for suffering academic and behavioral challenges. This includes students who have special needs as well as students who are at risk. In order to help kids who are falling farther and further behind their classmates, there is an emphasis placed on the use of data-driven decision making and a support system that has multiple layers.

The precise requirements of the kid, in conjunction with the resources that are available on the district or school level, will be used to decide the educational strategy that is going to be the most suitable for the child who has special needs.

Previous Studies

It has been shown that children who are diagnosed with special needs gain greatly by taking an active role in the life of the communities in which they reside. On the other hand, because of their difficulties, these youngsters often have trouble communicating with and engaging with other individuals.

It has been shown that teaching children who have autism spectrum disorder (ASD) social skills may increase such children's capacity to interact socially with their classmates. This ability is a positive outcome of the training (Scassellati et al., 2018). The results of the research indicate that the children's ability to communicate and their capacity to begin and sustain social connections both increased during the duration of the study.

Researchers Robles-Bello et al. (2021) discovered that children with Down syndrome benefited from getting education in social skills, as it helped them become more at ease in social situations. This was shown to be the case when the children were taught how to interact with others. According to research carried out by Al Hazmi & Ahmad (2018), children with intellectual disabilities who were included in general education classes fared better socially than those who were segregated into special education settings. This was found to be the case across a number of different domains.

Aldousari and Dunn (2022) explored the perspectives of general and special education teachers in Saudi Arabia on providing special education services to students with learning disabilities. Survey data were collected from 150 general and special education teachers. Ten people were interviewed. Descriptive statistics were used for the initial comparison of

the data. Independent sample t-tests were also used to determine the relationship between variables and a given response. The results of the study showed that the majority of teachers thought special education was beneficial. Additionally, the survey found that most teachers favored the use of general education classrooms with resource rooms as the best accommodation for students with learning disabilities. The results also showed that lack of adequate curriculum, poor parent-teacher relations, lack of administrative support and adequate training are the main challenges facing teachers of students with learning disabilities in Saudi Arabia. rice field.

Bagadood and Sulaimani (2022) investigated the policy support for the inclusion of students with disabilities. Education systems in many countries, including the Kingdom of Saudi Arabia, tend to enroll students with intellectual disabilities in co-educational schools with all other students. "Children's rights" was the main argument used by proponents of this policy when trying to move from a medical model to a social model. It argues that although the trend can be seen as a positive trend, its implementation remains somewhat problematic. Further research into professional recruitment is needed to improve service delivery and inform governments about mainstreaming practices. considered necessary. Attitudes of special education teachers to mainstreaming policies are examined and important emerging issues are discussed. It also identifies challenges that continue to hinder mainstreaming practices in Saudi Arabia.

In Jordan, Al Shoura and Ahmad (2015) examined the legal framework of special education and the current situation and practice. Confusion at the level of inclusion law and practice is hotly debated. This paper examined the main challenges related to inclusive education for students with disabilities who were unable to receive an adequate education. Effective implementation of inclusion laws impacted basic learning facilities such as finances, equipment and materials, human resources (trained teachers), and attitudes. This study was an attempt to discuss the challenges in effectively implementing this legislation and the inadequacies of the current educational system for these disabled students. This paper is based on secondary data collected by the authors from relevant reports, studies, studies, and empirical evidence.

Al-Zboon (2022) provided evidence-based information about prospective special education teachers' perceptions of readiness to use assistive technology (AT) and field status

regarding AT use. A content analysis was performed to analyze data from 15 semi-structured interviews and a focus group consisting of eight participants. Results indicate that the participant was overall dissatisfied with the readiness program and field status regarding the use of AT. Additionally, participants reported barriers and ethical considerations associated with the use of AT. Suggestions and recommendations are provided for both the research community of special education teacher training programs and practitioners and policy makers.

The social interactions and peer relationships of children who had emotional and behavioral difficulties improved when the children participated in social skills groups, according to the findings of a study that was carried out by Anderson et al., (2018). The results of the research showed that the children's self-esteem increased, and they acquired more effective coping skills to use when dealing with disagreements with their friends.

In general, the findings of these studies lend credence to the hypothesis that integrating children with special needs into mainstream educational settings, providing them with instruction in social skills, and encouraging them to take part in extracurricular activities all contribute to the development of a more active participation in their communities. This is because all three of these factors are addressed by the inclusion of children in mainstream educational settings. It is essential to bear in mind that the efficiency of these therapies may vary from kid to child as well as from one disability to another. This is something that has to be kept in mind at all times. When working toward the goal of increasing a child's participation in activities offered by the community, it is imperative that all of the circumstances surrounding the kid who has special needs be taken into consideration.

Methods

In this particular piece of writing, the method of literature review has been used. The author draws from books and articles in scholarly journals that are directly related to the topic of the piece as their primary sources. After that, the data of the study were analyzed using a technique called descriptive methodology in order to give an explanation of the concept of providing educational services that are inclusive to children who have special needs.

Results and Discussion

Concept

Children with disabilities, who are often referred to as "children with special needs," are regarded in a separate category from "normal" children. People have a tendency to think that children who have special needs are helpless, which leads people to feel sorrow and compassion for these youngsters. This perspective may be described as having an incomplete accuracy. Barber (2017) states every single child has their own own unique combination of positive and negative characteristics. Therefore, it is necessary for us to take into consideration the potential of children who have special needs, while keeping in mind that these children will need additional help in order to completely achieve their potential. Therefore, the potential it has may be honed and used to its fullest extent.

Mainstream schools that take an inclusive attitude may provide other answers to this problem, depending on their particular philosophy (Carrington et al., 2016). The concept of "inclusive education" refers to a mode of instruction that integrates students with and without impairments into the same classroom setting. In the conviction that the opportunity to learn and develop is a fundamental human right, inclusive education was developed with the goal of providing all students, regardless of their family history or current situation, with the same chances to do so. When developing and executing a curriculum for children, it is essential to take into consideration the diversity of the children in terms of their personalities, ways of learning, interests, and worries about their health.

According to Lim (2020) the most recent iteration of the educational model for children who have disabilities or children who have special needs is called inclusive education. This model is structured on the principle of not seeing children as different from one another in terms of their physical or mental limitations, with the goal of teaching them to complement and respect each other. Inclusive education was developed in the United States in the 1990s. Inclusive education means providing all students, including those with significant disabilities, access to high-quality instruction in developmentally appropriate settings within their local school districts and providing them with the necessary supplementary aids and support services so that they can become productive members of society. This is done with the goal of preparing students for lives in which they are contributing members of

society. According to this interpretation, inclusive education is a way of teaching and learning that is intended to satisfy the needs of all students, regardless of the talents those students may possess. In order to achieve the goal of inclusive education, which is to assist all students in becoming participating members of society, one of the most important components is supportive and additional services.

Principles

Students with disabilities are incorporated into normal classrooms and provided the same chances for socializing and personal development as their classmates who are developing ordinarily (Qi & Wang, 2018). This approach is referred to as "inclusion," and it is referred to by the name "inclusion" as a practice. According to Lyons et al. (2016) regular classroom settings, when approached with an inclusive mentality, may be beneficial for the education of all students, regardless of their personal histories, who choose to study alongside one another. For this form of inclusive education to be put into practice, it is vital to use a method of teaching and learning that is cantered on the requirements of the kid. It is the responsibility of schools as educational institutions to offer accommodations for pupils with disabilities so that non-students with disabilities who are able to adjust to the atmosphere of a school may take advantage of educational opportunities. The purpose of an education that is inclusive is to instil in every student the sense that they are an essential component of the overall community of their school.

Inclusionary education was established on the premise that all children, regardless of their individual abilities, disabilities, social and emotional backgrounds, or native language, should be provided with equal opportunities to learn (Valiandes et al., 2018). This was the driving force behind the development of the concept. In addition, offering a barrier-free atmosphere in which students from all different kinds of backgrounds are able to learn and develop together is one of the fundamental tenets of inclusive education. This suggests that regular or public schools need to be vigilant in order to identify and accommodate the varied requirements of their pupils, particularly those who have been historically barred from enrolling in or fully participating in educational opportunities. In particular, this applies to those students who have been historically barred from participating in educational opportunities.

In addition, the following principles are the cornerstones of an inclusive educational approach: 1) An inclusive education benefits child of all "kinds" because it gives careful consideration to the requirements that each child has, regardless of whether such requirements are the result of a child's mental or physical limitations. The refusal to use any and all labels is just another trait that sets inclusive education apart from other approaches. Those who are improperly labelled may come to feel as though they have no value as a consequence of the experience. They will find it difficult to concentrate on anything since they are convinced that they are not good enough. The third reason why inclusive education should always include checks and balances is that the idea of inclusive education is more than just a theoretical concept that is brought up in casual conversation from time to time. Inclusive education has the potential to develop into an ideal concept that plays an important role in the establishment of an educational system that is predicated on checks and balances.

In an inclusive classroom, teachers adapt the lesson plans in order to meet the needs of all of the students. This includes students who may have learning difficulties due to physical, intellectual, social, emotional, or linguistic impairments, as well as students who may have learning difficulties due to other types of impairments. The concept of "inclusive education" refers to a teaching method that bases its lessons on the following three presumptions on the nature of humans: (1) each of us was designed to be a one-of-a-kind individual, (2) we have an obligation to value and respect one another as fellow members of society, and (3) we were put on this earth to create communities, which by their very definition are distinguished by the diversity of the people who make them up. In an inclusive classroom, each student gets an education of the same high quality, regardless of the personal circumstances that he or she may be going through.

Children that are marginalized, excluded, and in need of special education services are the core audience that inclusive education seeks to serve. Inclusive education is founded on the following four important characteristics: 1) a dedication to developing innovative methods to react to the unique variety of children; 2) a focus on removing barriers that prevent children from learning; and 3) a focus on ensuring that all children have the chance to attend (school), actively engage in, and benefit from education.

The following are some examples of inclusive education models: The first method is known as "fully inclusive," and it involves placing children with special needs in ordinary classes alongside classmates who are usually developing at a school that is located close to their home. The second strategy is referred to as "integration into the general model," and it entails providing children who have special needs with an education in a separate setting prior to finally integrating them into a typical classroom setting. Professional educators are necessary for the success of all four models: (3) the advanced integration model, in which students from special classes join regular classes for joint activities in certain subjects; (4) the inclusive model, which treats all students as equals and recognizes that they each have unique strengths and interests; and (5) any other model that is developed in the future. Both of these models involve students from special classes joining regular classes for joint activities in certain subjects.

In order for regular educational institutions to provide opportunities for all children, including children who have special educational needs, so that their interests and talents can be developed and optimized, it is necessary for these institutions to use inclusive education models according to the situation of each student. This ensures that all children, including children who have special educational needs, have equal access to these opportunities.

Envisioned Model

According to what has been discussed up to this point, it would appear that there are a few essential components that need to be included in any system that aims to assist individuals with special needs in becoming more integrated into the communities in which they live. These components must be included in order for the system to be successful.

A community navigator is a person who aids people with special needs in discovering and using community resources such as public transit, housing, and employment. This kind of assistance is often provided by a third party who is known as a community partner. This helps them become more autonomous by guiding them through the plethora of resources that are offered within the community. People who have special needs might potentially benefit tremendously from receiving training in social skills if it enables them to become more involved in the communities in which they live. Fostering the development of these skills and a greater feeling

of comfort in social situations may be facilitated by programs that instruct participants in the art of forming and sustaining friendships.

People who have special needs may benefit from participating in volunteer work since it provides them with the chance to give back to their communities while also providing them with the opportunity to gain valuable experience and develop connections. People who are handicapped are able to participate in the activities of their communities on a deeper level when they have the support of their peers. Participation in programs that bring together people who have had similar experiences or are going through the same sorts of problems may assist in the development of a sense of community and belonging in those who take part in the programs.

It's possible that people with disabilities may discover that being involved in the activities, events, and programs offered in their communities can help them feel more at home in their areas. The possibility that persons with disabilities and special needs would engage in community activities and make positive contributions to society is increased for those individuals who live in neighbourhoods that are accessible to people with disabilities and special needs on several levels.

It is also essential to keep in mind that the efficacy of these components might change depending on the one-of-a-kind needs of a particular community as well as the resources that are offered to the people living in that community who have special requirements. It is essential to keep in mind both of these factors. In a similar line, the system has to be altered in order for it to correctly represent the linguistic and cultural variety that exists within the local population. People who have special needs can have increased social participation if they are provided with a community-based support system that includes a community navigator, social skills training, volunteer opportunities, peer support and inclusion, and accessible infrastructure and services. In addition, people who have special needs can have increased social participation if they are provided with accessible infrastructure and services. In conclusion, one should note that this is feasible.

Conclusion

One of the answers that enables children with disabilities, whether they be physical, intellectual, social, emotional, linguistic, or any other issue, to acquire the same education as typical children is the provision of an education that is inclusive

of their needs. It is imperative that educational institutions foster an environment of acceptance that is favourable to the joint education of all children, irrespective of the nature of their individual impairments. An inclusive education system demonstrates that diversity, which includes both differences and uniqueness, is a product of society, and that as a result, all people, regardless of their limitations, should be valued and respected, and they should have the right to receive an education in the same school. This is necessary in order to create a community that is comprised of a variety of individuals. Children who have disabilities are educated alongside typical children in a variety of learning environments so that they can learn together in order to maximize their potentials and assist other children with disabilities in leading more independent lives. This type of education is referred to as inclusive education.

Acknowledgments

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