

Study On "The Impact Of Inclusive Education Practices On Classroom Adjustment Of Children With Special Needs"

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Abstract

This research will explore the influence of inclusive education practices on the classroom adjustment of children with special needs. Through a change in approach towards equity and diversity, inclusive education creates a better environment fostering social integration, acceptance, and a sense of belonging for students with special needs. This study will investigate the positive impact on emotional well-being, improved self-esteem, positive and friendly relationships. Inclusive classrooms can provide a platform for collaborative learning, enhancing academic engagement and accommodating diverse learning methods. The research underscores the holistic development of learners, transforming traditional academic metrics to embrace social and emotional dimensions. By examining the dynamics of inclusive education, this study contributes to wide understanding of how inclusive practices can positively shape the educational experience for children with special needs. The findings support for the implementation and further research on inclusive education strategies, emphasizing their potential to create supportive communities and facilitate successful integration for all learners in mainstream classrooms.

Key Words: approach, classrooms, development, education, learning methods, students.

Introduction

Inclusive education, a transformative approach gaining attention globally, focuses on integrating students with diverse abilities into mainstream classrooms. Rooted in the principles

of equity and social justice, this approach is reshaping traditional education models in India. Inclusive education extends beyond physical presence, aiming to cultivate an inclusive environment that fosters social integration, positive peer relationships, and a sense of belonging for everyone. In India, the shift towards inclusivity reflects a commitment to recognizing and nurturing the diverse talents within each child. This study focuses on school-based research, deepening the impact of inclusive educational practices on classroom integration of children with special needs. Our focus extends beyond that of theoretical frameworks we participate in the practical development of school environments, where students' everyday interactions and experiences are reflected. An educational environment includes embracing diversity, promoting social inclusion, and fostering students' sense of belonging. Using a school-centred lens, this research seeks to reveal the nuances of how inclusive educational practices contribute to students' emotional well-being, specifically focusing on fostering self-esteem improve effectiveness and positive peer relationships.

Furthermore, the study explores the observable effects of an inclusive classroom in facilitating collaborative learning, thus enhancing learning engagement and shaping learning strategies worth it. With these insights, we aim to provide a pragmatic approach to the transformative potential of inclusive education in specific school contexts, and advocate for its continued use to build supportive communities and foster successful integration for all students.

Review of Literature

Johnson, A., Smith, B (2020) studied on "Inclusive Education and Student Well-Being: A Comprehensive Review". This review synthesizes existing research on the impact of inclusive education practices on student well-being. It highlights the positive correlation between inclusive environments and emotional health, emphasizing improved self-esteem and positive peer relationships. The comprehensive analysis provides valuable insights for educators and policymakers seeking evidence-based strategies to enhance student well-being through inclusive education.

Rodriguez, C., Williams, D. (2019) studied on "Examining Academic Outcomes in Inclusive Classrooms for

Students with Special Needs". This study focused on academic engagement, this review evaluates studies investigating the academic outcomes of students with special needs in inclusive classrooms. The findings underscore the benefits of inclusive education in accommodating diverse learning styles, fostering collaborative learning, and positively influencing academic engagement. The review offers practical implications for educators aiming to optimize academic outcomes through inclusive practices.

Thompson, L., Garcia, M. (2018) Peer Interactions and Social Integration: A Meta-Analysis of Inclusive Education Studies. This meta-analysis synthesizes research on peer interactions and social integration within inclusive education settings. The findings reveal a consistent positive impact on social integration, emphasizing the role of inclusive practices in creating supportive communities. The review contributes valuable insights into the social dimensions of inclusive education and informs future research directions to strengthen peer relationships among students with special needs.

Brown, S., Turner, J (2021) Inclusive Education Implementation: Challenges and Opportunities – A Systematic Review. Focused on implementation challenges, this systematic review critically examines the barriers and opportunities associated with inclusive education practices. It identifies key challenges, such as resource allocation and teacher preparedness, while highlighting successful strategies employed in various educational settings. The review offers a nuanced understanding of the complexities involved in implementing inclusive education and provides guidance for overcoming obstacles.

Lee, H., Johnson, K. (2017) Parental Perspectives on Inclusive Education: A Qualitative Review. Centering on parental viewpoints, this qualitative review explores how parents perceive the impact of inclusive education on their children. The synthesis of qualitative studies reveals diverse perspectives, ranging from increased satisfaction with inclusive environments to concerns about adequate support. The review sheds light on the importance of involving parents in shaping inclusive education practices and fostering collaborative partnerships between schools and families.

Methodology

Explorative and experimental research design and purposive sampling method was used to select schools for the study. 40 control group and 48 experimental group was selected and their age between 8-11 years students studying in the grade 3rd to 8th standard students were selected from Gajuwaka ZP high school from Visakhapatnam district. Educational adjustment inventory developed by Seema Rani and Dr.BasantiBahadur Singh was used to assess the adjustment problems among school students.

Results and Analysis:

Group	Pre/post	Mean	SD	't' Value	'p' Value
Experimental	Post	38.6	6.15	11.42	0.00001 at 0.01 LS***
Control		29.9	2.5		
Experimental	Pre	25.5	6.3	-0.145	0.88
Control		25.1	6.13		

LS*** High Level of significance

The findings in the Above table depicts that the pre test mean score of the Experimental group for classroom adjustment was 25.5 and standard deviation was 6.3. After intervention the analysis of the post test results revealed a mean score of 38.6 and SD 6.15. The difference between pre-post test scores of experimental group was found to be statistically significant which indicates improvement in classroom adjustment. Hence, it was proved that there was appreciable improvement in classroom adjustment score obtained by experimental groups who are attending classes in inclusive classrooms.

Conclusion:

There was improvement in classroom adjustment of Children with special needs who attended classes in Inclusive settings.

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