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SUBJECT

INCLUSIVE EDUCATION

ಸಮನ್ವಯ ಶಿಕ್ಷಣ

Topic

Models of disabilities and Barriers to learning and participation

Models of Disability

1. Social Model Of Disability (ಸಾಮಾಜಿಕ ನ್ಯೂನ್ಯತೆಯ ಮಾದರಿ)

1. Some people believe that disability is because of economic barriers. If the children are not provided nutritious food, it leads to many problems.

2. Some people believe that disability is a part of culture.

3. Society makes a person as disabled. They does not provide any opportunity to DAC like normal children. **District Advisory Council for Compensatory Education** (DAC)

4. This model sees disability as a consequence of environmental, social and attitudinal barrier.
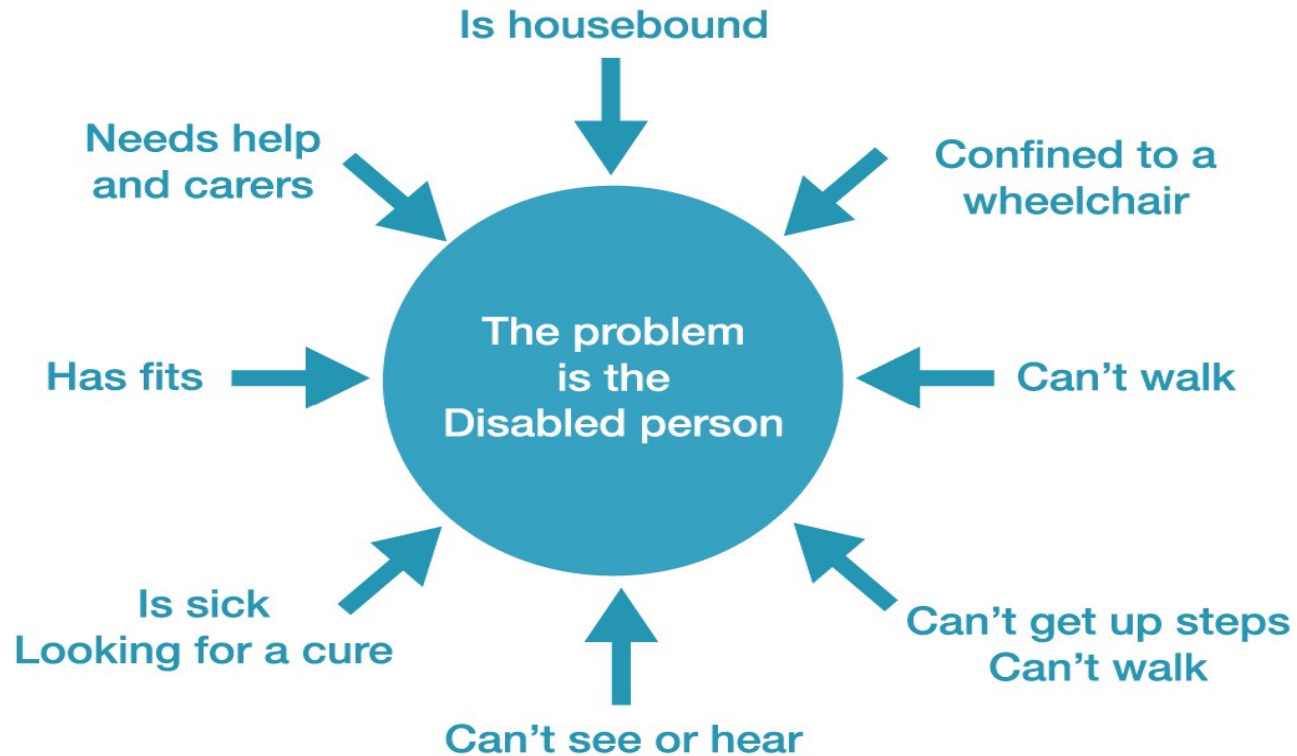
Social Model

Multiple discrimination, women, older, LBGT, younger, BME

Lack of financial independence

Over protective families

Segregated or poor education

Access to information

Charity Model

Poor job prospects

Language

Negative Media

Attitudes

Poverty

Fear

Labeling

Lack of Inclusion

Ignorance

Charging for services

Building Design

Lack of accessible transport

Prejudiced Attitudes

Lack of access loop, steps, BSL interpreters etc.

Charities' offensive images of disabled people

Isolation   Housing

Disabling World

2. Medical Model of Disability (ವೈದ್ಯಕೀಯ ಮಾದರಿ)

1. This approach tells that disability is part of a person's individual, physical & mental atmosphere (or limitation)

2. Damage to brain, nerves, physical limitations etc leads to disability.

3. To solve this disability, treatment is given to disabled person based on this type of disability.

The Medical Model of Disability

Is housebound

Needs help and carers

Confined to a wheelchair

Has fits

The problem is the Disabled person

Can't walk

Is sick
Looking for a cure

Can't get up steps
Can't walk

Can't see or hear

This is a diagram of the traditional Medical Model of Disability, which the Social Model was developed to challenge.

3. Charity Model Of Disability (ಚಾರೀಟಿ ಮಾದರಿ)

❖ Disability is due to some circumstances. So, we should give sympathy towards them. It is our duty to protect them. Provide special provisions, instruments etc to satisfy special needs.

❖ The Charity Model sees people with disabilities as victims of their impairment. Depending on the disability, the disabled persons cannot walk, talk, see, learn, or work. Disability is seen as a deficit. Persons with disabilities are not able to help themselves and to lead an independent life.

4. Human Right Based Model Of Disability (ಮಾನವ ಹಕ್ಕುಗಳ ಮಾದರಿ)

We should see the DA person in a perspective of human rights. They are also human beings. They have right to live in the society.

Goal : "(Ensure) the Equal, Effective Enjoyment of all human rights, without discrimination, by people with disabilities"

5. Traditional Model (ಸಂಪ್ರದಾಯ ಮಾದರಿ)

➢ Will of god / test from god

➢ Divine punishment

➢ More humane to end "life of pain/ suffering"

6. Bio-centric Model (ಜೈವಿಕ ಕೇಂದ್ರಿತ ಮಾದರಿ)

The contemporary model of Bio-centric disability regards disability as a medical or genetic condition.

7. Economic Model of Disability (ಆರ್ಥಿಕ ಮಾದರಿ)

Under this **Model**, **disability** is defined by a person's inability to participate in work. It also assesses the degree to which impairment affects an individual's productivity and the economic consequences for the individual, employer and the state.

Barriers to Learning and Participation

1. Attitudinal Barriers (ವರ್ತನೆಯಲ್ಲಾಗುವ ಅಡೆತಡೆಗಳು)

▪ Another attitudinal barrier faced by students with disabilities is physical and emotional discrimination which is a serious barrier to learning and can lead to isolation and closure of possible inclusion. Often, they are the object of ridicule or outright ostracism in school and community.

▪ As with society in general, it is important that consistent and strong support must be given to them considering that negative attitudes and stereotypes are often caused by a lack of knowledge, understanding, and acceptance of persons with disabilities.

2. Physical Barriers (ದೈಹಿಕ ಅಡೆತಡೆಗಳು)

▪ The lack of wheelchair ramps in school buildings, malls, parks, playgrounds, washrooms, and public transportation is a main difficulty identified by several students with disabilities when going to school and public places. Undoubtedly, most school structures do not respond to this requirement.

▪ There is also lack of facilities or assistive technology to aid children with a particular type of difficulty. Assistive technology (AT) means the products and the services designed to meet the particular needs of people with disabilities allow them to build up their abilities and meaningfully participate in the affairs of their home, school, work and community.

3. Inappropriate Curriculum (ಅನುಚಿತ ವರ್ತನೆಯಲ್ಲಾಗುವ ಅಡೆತಡೆಗಳು)

The curriculum is one of the chief impediments to the progress of inclusive education. It happens because it does not meet the needs of a broad range of diverse learners. In many contexts, it is centralized in design and rigid in approach which causes little flexibility for modification based on the local setting or for teachers to try out new approaches.

4. Untrained Teachers (ತರಬೇತಿ ಹೊಂದಿಲ್ಲದ ಶಿಕ್ಷಕರ ಕೊರತೆ)

- The educators are the most significant human resource for advancing inclusive education. Their proficiency and outlook have a dramatic impact on the lives of students who are different and who have learning challenges. Unfortunately, the teachers' competency and attitudes can be the most important constraints for inclusive education.

- Apart from lack of technical ability is the teachers' attitude. If teachers do not have optimistic attitude toward children with special educational needs, meaningful education for them is far-fetched.

- Moreover, the persistent demand for standardized testing or other academic standards might hinder teacher's creativity in teaching children with special needs.

5. Inadequate Funding (ಅಸಮರ್ಪಕ ಹಣದ ಕೊರತೆ)

Insufficient funding is a chief threat to the implementation of inclusion. It is reflected in the scarcity of resources like insufficient classrooms, inadequate facilities, lack of teachers, and/or dearth of qualified staff, scarce learning materials, and absence of support. Significantly, insufficient funding can hamper ongoing professional development that helps keep both specialists and classroom teachers updated on the best practices of inclusion.

6.Poor Organization of the Education System (ಕಳಪೆ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯ ಸಂಘಟನೆ)

• Responsibility for decisions tends to be located at the highest level and the focus of management remains oriented toward employees,

• complying with rules rather than ensuring quality service delivery. Another organizational barrier is the lack of communication among administrators, teachers, specialists, staff, parents, and students. As a result, information on the number of students excluded from the school system is lacking.

7. Policies As Barriers (ನೀತಿ/ನಿಯಮಗಳ ಅಡೆತಡೆಗಳು)

Policy makers who have unsound grasp or opposing views on inclusive education are obstacles to the implementation of inclusive Policies.

These obstacles in inclusive education consist of a short list of factors that can affect students with disabilities in a general education classroom. Only a profound understanding of these factors and relevant issues that hinder inclusion, and the elimination of them will make true inclusion a reality for all children to learn together.

If Interest pl give moral support, but don't differentiate disability Students