El rol de la inclusión para la educación

Role of inclusion for education

Resumen

Durante mucho tiempo ha existido la necesidad de que todos los estudiantes, independientemente de sus requisitos o la capacidad de sus maestros para satisfacer esas necesidades, sean incluidos en la educación pública. A pesar de un estudio sustancial sobre la toma de decisiones basada en datos en cada país, hay poca evidencia empírica para respaldar la inclusión completa de todos los estudiantes y mucha menos información sobre la importancia de la toma de decisiones basada en datos especialmente en la educación inclusiva. En este artículo hay mucha información sobre la toma de decisiones basada en datos y cómo se puede usar para ayudar a los niños con problemas de lectura y las personas con discapacidades intelectuales que se acercan a la edad adulta a tomar decisiones. Los métodos basados en evidencia para impulsar la lectura y la transición se examinan en relación con la realidad de implementar estas actividades en entornos educativos inclusivos. También se destaca la toma de decisiones basada en datos en entornos inclusivos.

Palabras clave: educación inclusiva; análisis de metadatos; discapacidades; Toma de decisiones basada en datos.

Abstract

There has long been a need for all students, regardless of their requirements or the capacity of their teachers to satisfy those needs, to be included in public education. Despite substantial study on Each country's data-based decision making, there is little empirical evidence to support complete inclusion for all students and much less information on the importance of data-based decision making in inclusive education especially. There is a lot of information on data-based decision making and how it may be used to assist decisions for children with reading impairments and people with intellectual disabilities who are moving into adulthood in this article. Evidence-based methods for boosting reading and transition are examined in connection to the reality of implementing these activities in inclusive educational environments. Data-based decision making in inclusive environments is also highlighted.

Keywords: inclusive education; Meta-data analysis; disabilities; Data-based decision making.
Introducción

Inclusive education is where everyone, regardless of their difficulties, is included in their local neighborhood school's general education classrooms so that they may get high-quality instruction and interventions to help them succeed in the core curriculum. This implies that people with impairments can participate in all aspects of life to the utmost degree [1]. Participation in school, career opportunities, health programs, communal living, and service-learning are just some of the possibilities. Making ordinary activities more accessible to those with impairments is critical to fostering young people's skills, especially those with disabilities [3]. It also promotes social inclusion for everyone. Creating actual accessibility, rather than merely giving accommodations, is a key aspect of inclusion Designing goods and places that can be used by people of any age, ability, or station in life is one method to achieve universal design goals.

As teachers, our first goal should always be to communicate effectively with each and every one of our pupils so that they may acquire new knowledge. If we really think that every kid is capable of learning, then we must likewise hold the belief that every student should be involved in every aspect of the educational process. In my experience dealing with children in elementary school, I have found that these pupils are far more accepting of one another's individual learning styles than their classmates in middle or high school. A school that really embraces the concept of inclusive education welcomes all students, notwithstanding their colour, ethnicity, gender, or any other physical, social, or emotional differences they may have.

It is essential for educators and the communities around schools to have a solid understanding of what an inclusive education system is and why it is in the best interest of the student body. One of the most important aspects of this is the need to encourage inclusive education by using methods that are considered to be industry standards and which foster the growth of all students in their capacity for lifelong learning. This article will make an effort to address the topic of what inclusive education is along with the advantages of this sort of system, and it will also touch briefly on certain school techniques that are considered to be best practise. The objective of all those in charge of education should be to work towards creating an educational system that is accessible to all students.

All pupils must be treated equally and given similar opportunity in an inclusive educational setting. Students' originality and variety should be acknowledged in an inclusive school environment without prejudice. Many youngsters are still subjected to discrimination because of their unusual characteristics. The peculiarities or talents of any student should not be used as a basis for exclusion or segregation. If they knew what to look for, no instructor would ever do this. Disabilities, colour, gender, home income, and the language a student speaks are just a few of the things that might lead to bias against them. The goal of inclusive education is to eliminate all forms of prejudice.
Even in online and mixed learning contexts, these challenges are prevalent. We provide a variety of skills to help you teach an inclusive online lesson with our microcredential Online teaching: incorporating social, racism, and gender equality. The number of students with impairments is on the rise, according to research. Everyone has the right to an education; therefore, we must make accommodations for these children and ensure they have the same opportunities as others.

Federal or state legislation in each country does not mention inclusionary education. "Providing equal opportunities for all students—including those with significant disabilities—to have access to effective educational services, as well as the necessary supplementary aid and support services to prepare students for productive lives as full members of society," is how the National Center for Educational Restructuring and Inclusion (NCERI) defined inclusion in education back in 1995. According to NCLB as cited by Taylor and Sidhu [16, p. 39], all students, including those with disabilities, must be held accountable for their educational accomplishments. Despite this, NCLB does not explicitly address inclusion. A uniform curriculum in the general education classroom is necessary for all pupils to satisfy educational requirements. Additional requirements include that every student is involved in both academic and non-academic activities, as well as participate in both district and state-wide assessments.

Education for inclusion

A responsible, inclusive education was first proposed by Amor et al. [1, pp. 1278] in their seminal paper published in 1991. There was a wide range of options, not just a one-size-fits-all approach, and these included a continuum of services, school-based models rather than district or state mandates, putting students' needs first, and continual evaluation of efficacy. Students' intellectual and social development can be facilitated by making decisions that prioritize them as individuals. When making judgments about placement and programming, data on student progress toward their goals should be considered instead of thinking that the same placement and programming will serve the needs of all students. It's important to know the limitations of data-driven decision making (DBDM) for children with intellectual impairments in the context of evidence-based practice and inclusive education (ID). Data-driven decision making may be used to improve educational results, and how inclusive education is currently evaluated, as part of this article.

When making decisions in inclusive education that focus on satisfying the needs of students, evidence-based strategies connected to DBDM can be utilized. To illustrate how to work with children who have a variety of special needs, we utilized the two examples of reading problems and intellectual impairment (ID).

All children get an education of higher quality via inclusive programmes, which also play an important role in the process of altering discriminatory attitudes. Schools offer the setting for a kid's first contact with the world outside of their family. This paves the way for the
youngster to build social ties and interactions with other people. When students of many skills and experiences come together to study, interact, and play, mutual respect and understanding are more likely to develop. A perpetuation of prejudice against historically oppressed groups results from education that excludes and segregates students. When access to education is expanded, so too are opportunities for civic engagement, employment, and involvement in communal life.

Increasing access to education for all students is not a cost-saving approach. In order for governments to successfully implement inclusive education, they must be prepared to invest significant resources at the outset on system reforms such as the training of teachers and staff; the improvement of infrastructure; the improvement of learning materials and equipment; and the revision of curricula. Such investments, on the other hand, are not only an economical and effective use of finances, but they also have the ability to enhance education for all students. This is because they eliminate duplication and the high costs of operating parallel systems.

It is imperative that the processes of funding be modified so that educational institutions that accept students with special needs are provided with the necessary extra financial resources. It is important that funds accompany pupils from special schools to their new regular schools as they make the transition.

Inclusive education, a method of improving the educational system's capacity to serve all students, can help us realize our goal of universal access to quality education. The Jomtien Thailand Declaration on Education for all in 1990 set forward a broad vision of ensuring that all children have equitable access to high-quality education [3]. It is important to identify the resources needed to overcome educational opportunity obstacles as part of proactive prevention strategies. An inclusive school must change its attention away from focusing on the needs of a select few kids to the needs of all students at all times to be genuinely inclusive. More focus was placed on inclusive education during the Salamanca, Spain, World Conference on Special Needs Education (SNE) in 1994 [5, pp. 14-17].

There were more than 300 participants from 92 countries and 25 international organizations that met to debate legislative reforms required to promote inclusive education and enable schools to better serve all children, including those with unique educational needs. Children should not be excluded from mainstream schools because of perceived differences or support needs. An inclusive education system can only be built if all kids in the communities where they live receive a better education. According to the Salamanca Conference on Education for All, the most successful means of combating discrimination and creating welcoming communities is through Each country's ordinary schools with an inclusion focus [1].

According to Moore et al. [13], raising the participation of students in the culture and curricula of mainstream schools and communities is the goal of inclusive education. This is what Lipsky and Garner [10, p. 23] refer to as inclusion: "being in an ordinary school with
other children" who are studying a "similar curriculum" in a "similar classroom" with "complete acceptance of everyone, and in a way that makes pupils feel no different from other students." When it comes to inclusive education, it takes into account both the rights of students and how educational institutions might be redesigned to better serve all students. Teachers' attitudes toward teaching students with special needs are critical for an inclusive school [9]. A lack of responsibility for the learning requirements of students with special needs by mainstream instructors would result in schools being more segregated, which will lead to the development of stereotypes. Including a child in school, activities is a matter of the child's right to participate fully and the school's obligation to recognize and fulfil that right [8]. For a school to be considered truly inclusive, all students in the surrounding community must be included in all of the school's many activities. The right to an education belongs to every child, without exception.

Evidence and Data on Inclusive education

The idea that evidence of its success is required to support its deployment is divisive because of the rhetoric of inclusion [2]. Although Mittler [12] we cannot claim how important it is to provide children with the best possible education and assistance possible. For children with special educational needs (SENs), inclusive education is a popular notion, but instructors often don't apply evidence-based curriculum or evidence-based therapies. As a result of this, it's doubtful that instructors in inclusive settings are making good use of student data to plan teaching and interventions that lead to improved academic and social and emotional outcomes for children with SENs. The results of meta-analyses on the impact of inclusive education have been varied. Studies on inclusive education results have also been criticized for a lack of control groups and a variety of inclusion levels, as well as a variety of student needs [14]. According to an evaluation of the research supporting inclusive education, there is insufficient evidence to establish its benefits [12].

To defend human rights, certain concepts of inclusive education advocate for all students, regardless of their needs or educational level (from elementary to high school), to be completely integrated into normal classrooms. Teachers' preparedness to teach and their decision to stay in the profession are influenced by two factors: teacher preparation and the amount of student need. Researchers Göransson et al. [7] discovered that no matter how much training they had, instructors who worked with pupils who had behavioural issues were more likely to quit their jobs.

A greater turnover rate was found in ordinary classrooms where more students had SENs if the teacher had a special education degree, but a lower turnover rate was found when the instructor had a dual degree and worked with children with more severe learning difficulties. Similar to this, there is a widespread perception that labelling is dehumanizing. Aside from stigmatizing, labelling may be empowering and help children understand their issues so that they don't merely feel like "dumb." When a lady was diagnosed with a learning impairment
as an adult, she was able to acquire the aid she needed to learn to read and understand why she struggled.

As a bonus, getting a clear diagnosis is always helpful. Confirming her son's diagnosis allowed her to better appreciate his strengths and weaknesses [11]. One research indicated that parents who had their children put in special education classrooms (92 percent) were more satisfied with their children's placement than those who had their children placed in inclusive classrooms (14 percent) (47 percent). In addition, small research in the UK found that pupils in special education programs were more satisfied with their placement (92 percent) than those in regular classes (64 percent) [7].

Delivering Inclusive education

A teacher's ability to select effective treatments for difficult children is enhanced by knowledge of reading development and research-based reading teaching, but instructors seldom receive enough training in these areas and their experience does not help them increase their knowledge [6]. As an illustration, just 40% of those surveyed in a worldwide study of reading education professionals said that their respective teacher education programs provide enough preparation for teaching reading [4]. It is doubtful that instructors who lack the training to execute evidence-based reading teaching, which is a general education method, have the abilities essential for using data to identify particular skills to help difficult children and to choose and implement more intense treatments.

Physical placement for all pupils at newly developed government school locations has recently emerged as the current concept in each country. There is now a new option for students who would have previously attended a special school, an education support centre or a normal elementary or secondary school. The Department of Education has referred to this as a "One School Model." For children with exceptional needs, there will be an associate principal who will serve as the site's primary administrator. If a special education classroom is more appropriate for these pupils, they may be sent there. When it comes to working closely with parents and teachers, the One School Model echoes Hornby's Inclusive Special Education approach [4].

For example, a lack of coaching assistance, a lack of teacher competence, and an unwillingness to analyze teaching procedures in light of student data were all cited by one research as reasons for why CBM could not be used to help students improve their reading abilities. In addition, instructors aren't given enough guidance on how to utilize data to inform their decisions about classroom instruction. According to a study by Amor et al. [1], pre-service teachers' comprehension of CBM data related to students' reading development during intervention was assessed. They discovered that pre-service teachers were not only less knowledgeable about CBM graphs than experts, but they also offered descriptions that suggested a lack of grasp of the order of CBM components. The fact that instructors have little or no training in CBM should not come as a surprise. Teachers in inclusive settings are
required to fulfil the requirements of children with a range of academic skill development issues as well as other areas of need, which is especially troubling [17,18].

Data-driven decision-making in the field of reading difficulties is supported by a large body of research and well-established recommendations. Intensive treatments offered often in small groups over a long period, including clear direct teaching and high levels of student involvement and practice are necessary for an effective reading intervention in this study. They'll need these abilities if they want to help children with reading challenges achieve academic achievement in inclusive classrooms. The ability to gather data on student progress toward goals, make judgements about whether or not students are making appropriate progress toward those goals, and alter interventions as necessary are all requisites for inclusive education instructors. Sadly, pupils are unable to take advantage of this opportunity.

The involvement of parents in decision-making is likely to increase under this new approach. The findings show that parental engagement in their children's education has grown dramatically over the last half-century and has now reached a point where parental rights are firmly ingrained in US policy and legislation. Parents and other important stakeholders have a significant role in the selection process for students with special educational needs. Parental understanding of their children's possibilities is often greater; thus, they might be more demanding when it comes to getting their children access to these [15]. Through their involvement on school boards and other endeavours, parents are becoming more interested in their children's education and making a bigger impact on it. There has been a dramatic rise in the amount of information that schools are required to provide regarding their curriculum, pedagogy, and accommodations for students with special needs. Parental involvement and inclusive education have been shown to have a "strong and meaningful relationship between parental involvement and academic achievement and parents' beliefs, expectations, and experiences, are important ingredients that support better learning outcomes for children," according to an extensive review of the empirical literature by Florian [6, pp. 286-287]. The new fully inclusive model of physical placements under the one school brand necessitates establishing and maintaining a strong relationship between parents and schools. It is expected that more parents of students with disabilities would compete for the same outcomes and opportunities they previously had access to in a smaller and more concentrated special education system if this model is implemented.

**Conclusión**

It is possible to piece together a comprehensive picture of each country’ transition from not providing any education or schooling to students with significant and extensive support needs to providing educational opportunities for all students in their local inclusive school based on this historical perspective. Several significant improvements supported by national legislation and municipal policy in each country have mirrored worldwide pronouncements. Despite this, the drive to provide equality for everyone is still a work in progress, as new
possibilities and modifications are constantly being implemented. In each country, education is administered at the local level, although the federal government provides supplementary funds. Even though legislation is enacted at the federal level, individual states and provinces have the authority to set their laws and regulations. A wide range of support systems and alternate educational arrangements have been developed across the states and territories as an inevitable result of this.

Despite this, there are still two opposing paradigms for special and inclusive education. Education reform is cyclical in the sense that old methods are resurrected under new labels and with new philosophical underpinnings. All students now have access to school regardless of where they live, which is a major accomplishment. In actuality, the number of educational placement alternatives accessible has not changed, but the selection process has been flipped. A shift from segregated facilities to integrated ones has occurred, whereas the opposite has occurred in the other direction. More varied student populations can be accommodated by a more diversified name and a more diverse school site, but for the most challenged students, instruction is still provided by a specialized teacher in a separate classroom.

There are several ways in which traditional methods of dealing with pupils with disabilities or learning issues might affect their self-worth. Disparaging them and educating them in a separate room from their peers creates the impression that they are distinct and need special treatment. Students with learning difficulties have been shown to have lower self-esteem than those without, therefore we need to be mindful and work to overcome this. Students are more likely to participate in good peer relationships if they are given the chance to mix and be a part of the class. After-school lessons for certain topics, for example, may be necessary for pupils who require more assistance. For the most part, these students will be able to participate in the classroom for the most of the school day. Partial inclusion may be preferable than full inclusion in circumstances when pupils might benefit from being taught outside of the classroom for specific reasons.

Referencias


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