Dr. Paramjit Kaur
Head, Department of
Psychology, G.H.G. Khalsa
College, Gurusar Sadhar,
Ludhiana, Punjab, India

Specific strategies to educate the deaf and dumb students in age-appropriate general education classes

Dr. Paramjit Kaur

Abstract
The present paper intends to illuminate some of the very sensitive issues of benefitting disabled (Hearing Impaired) students with inclusive education. The basic meaning of inclusive education, that is students with disabilities are to be provided education in age-appropriate general education classes in their home schools and receive the specialized instruction identified and outlined in their individualized education plan, has been used to suggest the strategies to be adopted for inclusion. Several critical elements that are necessary to develop and maintain a responsible inclusion program and mainstreaming the student's individual education plan have been put forth. The paper suggests that working with students in flexible groups is appropriate and should be encouraged as a supportive form of teaching. It is essential for teachers to recognize that flexible grouping is important in inclusive classrooms as this is a source for direct instruction and re-teaching of skills in a small supportive environment. Apart from this an attempt has been made to develop measures to use the valuable insights from the hearing impaired students as to which strategies they consider help them best to learn.

Keywords: hearing impaired, mainstreaming, inclusive education, isolation

Introduction
Inclusive education makes an effort to make sure that students with disabilities are educated in age-appropriate general education classes in their schools and receive the specialized instructions identified and outlined in their individualized education plan (IEP).There is a range of inclusive teaching strategies that can assist all students to learn but there are some specific strategies that are useful in teaching a group which includes students with hearing impairments.

Individuals and organizations that support full inclusion believe that all students regardless of the severity of their disability should be educated in the general education classroom. They feel the social benefits from full inclusion for students with disabilities are sufficient reason to place students in the general education classroom, even if academically they are working substantially below the level of the other students. If students need specialized services, the services come to the student in the general education classroom. On the other hand, parents and professionals who express concerns about full inclusion do so because they feel that a full continuum of placement options need to be available for students because the general education classroom cannot always meet the needs of every student. Some of the reactions to inclusion stem from a lack of information among Like politicians, parents, administrators, and teachers. Some parents feel that if their child is in the same classroom as children with disabilities, their child might act disabled or model inappropriate behaviors. Discussion about "responsible inclusion" is important to dispel some of the inaccuracies and myths about educating all students in one setting. Focusing on awareness issues, providing information about inclusion, and continuing to do research in this area will ultimately result in better understanding the effects of inclusion on all students. While there are many different resources and definitions that have their own take on the difference between inclusion and mainstream education, I understand these two terms to mean the following:

Inclusion: Inclusion is when a student with an IEP is put into a general education classroom with the expectation that he or she will participate in this classroom as much as possible. The goal is to bring the services and modifications necessary for that student into the general education classroom.

Corresponding Author:
Dr. Paramjit Kaur
Head, Department of
Psychology, G.H.G. Khalsa
College, Gurusar Sadhar,
Ludhiana, Punjab, India

The general education teacher and the special education teacher work together to support the student. Full inclusion is also an option, which would mean the student receive all of his/her accommodations and support in the general education classroom. Inclusion classrooms do not require students to leave the classroom for special instruction, rather the support comes to the student. The special education teacher would come to Bill's general education classroom during language arts and assist and instruct him within the context of the lesson. These teachers would adapt the curriculum for Bill and provide direct instruction and support. Therefore, Bill does not lose valuable academic time transitioning between classes and is more likely to become a fully accepted member of the classroom community.

Mainstreaming: Mainstreaming is when a student with an IEP is placed in a general education classroom as much as possible but still maintains some education time that is spent with a special education teacher in a special education classroom. When a special education student is mainstreamed, his or her placement is part-time in general education and part-time in special education (Bos & Vaughn 1994) [1]. Mainstreaming attempts to move students from special education classrooms to regular education classrooms only in situations where they are able to keep up with their typically developing peers. Integration provides only "part-time" inclusion, which prevents the students from becoming full members of the classroom community. Including and instructing students with disabilities in the general education classroom became a topic of heightened interest following the Regular Education Initiative (Will 1986) [12] and provides powerful implications for rethinking education for all students.

Following are the goals for inclusion
The focus should be on the student
The services should help the student build self-esteem and self-worth, while providing optimistic experiences. Helping students with special needs feel "ownership" and a part of the school community is a necessary component of successful inclusion.

Focus should be on multiple intelligence
The concept of multiple intelligence provides an option to consider the abilities and special talents of each student. For example, aptitude in dance, sports, music, dance, and drama should be highlighted in all students.

Adaptive curriculum
Inclusive schools should provide programs that meet the needs of all students. This includes minority, limited English expertise, gifted, students with disabilities, and general education students. Adapting and enhancing the curriculum for all students is an ongoing part of teachers' roles and responsibilities.
When deciding on a student's educational placement, it is important for educators and administrators to realize that inclusion is the least-restrictive environment if it meets the student's needs, otherwise mainstreaming or self-contained special education classroom settings are viable alternatives.
Best practice and research shows that inclusion benefits all students involved in the process. Students with disabilities who are taught within the general education classroom with

supports and systematic instruction achieve better outcomes in the areas of academics, communication, social, and behaviour. Teachers who teach students with disabilities become more confident about their ability to teach students with diverse and unique needs. Research studies also show the distinct benefits that inclusion provides to students without disabilities. These students typically experience growth in social and emotional well being and gain a greater understanding and acceptance of students with disabilities and of diversity in general. Students without disabilities also experience increased self-esteem and overall improvement in their own self-development. There are no studies that document unfavourable academic or social effects on students without disabilities when students with disabilities participate in the general education classroom.

Benefits and Risks of Inclusion for Hearing Impaired Students
Benefits
1. **Interaction with the hearing world:** Through daily interaction with the hearing world, deaf students are able to develop skills in communicating with those who can hear. This exposure can be powerful training for students as they prepare for communicating in the hearing world.
2. **Socialization with the hearing world:** While the deaf community has developed a strong culture of its own, it is important that deaf students also learn how to operate in the hearing world. By having daily interactions with his/her hearing peers, the student is able to develop important social skills that will be useful in the future.
3. **Access to academic, vocational and extracurricular programs:** By participating with the hearing world, deaf students gain access to a wide range of resources that can help the student develop physically, socially, academically, and emotionally.
4. **Get Education while being in home:** In order to attend a school for the deaf, some students must live at the school because it is too far from their home. By attending a local school, that student can live at home and receive the important support from his/her family and friends.

Risks
1. **High risk of isolation:** If the teacher and/or students are not trained in sign language and other methods to engage and interact with deaf students in a general education classroom, then the deaf student runs high risk of feeling isolated in the classroom. Not only can this be emotionally detrimental for the deaf student, but this could also mean that he/she will miss out on important learning and skill development.
2. **Limited opportunities for direct instruction:** When a deaf student is included into a general education class, this usually means that he/she is receiving instruction through a translator. Again, this can have serious implications for the student's development.
3. **Students may have limited opportunities for direct interaction to build relationships:** Not only is a student's learning limited by the lack of direct interaction and instruction form a teacher, but the student may also be unable to directly communicate with other providers at the school. This can limit the

amount of support a student receives inside and outside the classroom.

4. **School setting may lack quality support staff:** Many school districts lack a sufficient number of qualified, trained support staff who can serve deaf students.

5. **Successful deaf students who were included in general education programs attribute their success to many factors such as:** Their hard work, strong family support, received high expectations from their families, received support from friends and were involved in sports teams.

Education Strategies for Hearing Impaired Students
Teaching Sessions and Lectures

- Instructions should be brief and uncomplicated as much as possible.
- Course requirements should be clearly defined, the dates of exams, and when assignments are due. Provide advance notice of any changes.
- Present lecture information in a visual layout (e.g., chalkboard, overheads, PowerPoint slides, handouts, etc.).
- Use more than one way to demonstrations.
- When teaching, objectives should be stated properly.
- Instructional on-line course materials should be made available in text form.
- Repeat the concepts and questions of other students, especially those from the back rows.
- When appropriate, ask for a hearing volunteer to team up with a student who is deaf or hard of hearing for in-class assignments.
- Transcripts of audio information can also be provided.
- In small group discussions, participation by students should also be allowed for students with hearing impairments.
- An interpreter should make sure the student can see the interpreter.
- During the break in the class, get the attention of the student who is hard of hearing before resuming class.
- People who are hard of hearing use vision as a primary means of receiving information. Captioned videos, overheads, diagrams, and other visual aids are useful instructional tools for students with hearing impairments.
- Ensure key notices e.g. re-scheduled classes, are also announced in ways that are accessible hearing impaired students.
- When desks are arranged in rows, keep front seats open for students who are deaf or hard of hearing and their interpreters.
- A health and safety assessment for the student is necessary in certain situations, and should be carried out beforehand.
- Individual induction to laboratory or computer equipment can be helpful.

Assignments and Examinations
- Provide help with proof-reading written work.
- Encourage the use of spell-check and grammar assisting devices when appropriate to the course.
- Break information into small steps while instructing on new tasks.

- Providing reassessment or study sheets for exams is helpful.
- Allow time for clarification of directions and essential information.
- Make instructional materials available in text form.
- When in doubt about how to assist the student, ask him or her as privately as possible without drawing attention to the student or the disability.
- Losing eye contact with the student may also result in the loss of information for the student.
- Using visual aids and materials during your instruction is helpful for those with a hearing loss, as vision is their primary means of receiving information.
- When the student maintains eye contact with the interpreter, it is important for the interpreter to remember and maintain eye contact with the student also.

Group Assignments and Seminars
These can be the most challenging situation for a deaf person
- **Size:** The optimal size of group for a deaf person is between 6 and 10. If a group is bigger then the deaf student cannot have full access to discussions. Divide the bigger groups into smaller sub-groups.
- **Seating:** Arrangement in the room should be such that the deaf student can see everyone by putting chairs in a circle or shape.
- **Visual cues:** Signalling a change of speaker and asking participants to raise their hand before interruption can be very helpful to allow the student to look in their direction before they start to speak.

Use of Visual Aids
- **Boards and Flipcharts:** Boards and flipcharts, allow students time to read what is written before speaking again. It is not possible to read and lip-read at the same time.
- **Slides:** When using slides in a darkened room curtain should be left open or a spotlight on the speaker or interpreter.
- **Videos and Tapes:** If possible, try to use s a transcript of the commentary.

Lip-reading strategies for Students
Lip-reading is not easy and requires great concentration. More than half of it is guesswork and so clear speech and contextual clues are very important for understanding. There are lots of things you can make it easier for a lip reader to follow what you are saying. Lip-reading is easier when the subject area is known. Well structured sessions are important for all students, but particularly for those who lip-read. Include regular opportunities to re-examine what has been covered. Indicate when the subject is about to change, or a new concept is being introduced, by writing on the board or holding up an appropriate book or article. Allow a little extra time for a deaf student to understand information and respond before progressing to the next stage.

Opposing Views on Inclusion
As with most issues, some parents, administrators, teachers, and researchers express concerns about the implementation of inclusion (Vaughn, Schumm, Jallad, Slusher & Saumell

in press; Vergason & Andregg 1993; Woelfel 1994) [11, 4]. Some opponents of inclusion feel that general education teachers are not able to deal with great student diversity. Some have the apprehension that the performance of general education students will decline because students with disabilities might consume too much teacher time. Parents of high-achieving students worry that their child will be relied upon too much as peer tutors of lower achieving students. Some teachers be concerned that they will be unable to handle the students with disabilities if emergencies arise in the classroom.

Fear is a barrier to inclusion identified by teachers; the fear of responsibility, additional burdens, and the obligation to ensure that all students learn (Vaughn, Schumm, Jallad *et al*., in press). Some teachers worry that medical, behavioural, and legal problems are going to cause additional trauma to an already taxed framework of education. Administrators and policy makers need to make sure teachers are not placed in situations where they have no experience, training, or skill to diffuse crisis situations and provide a safe educational environment for all students.

Conclusion

It can be concluded that Individuals and organizations that support inclusion believe that all students regardless of the severity of their disability should be educated in the general education classroom. Students with disabilities who are taught within the general education classroom with supports and systematic instructions like visual aids come out as better achievers in the areas of academics, communication, social, and behavioural aspects. Though the Teachers and Parents have certain apprehensions, a larger part of these aids make the world a better to live and survive for the hearing impaired students. The Governments and general education teachers can create a wonderful atmosphere by sensitising the situation and little efforts, as a result of which the hearing impaired can boost their confidence. Though the above said methods and aids are of great help still they do have some shortcomings and risks involved in them.

References

1. Bos CS, Vaughn S. Strategies for Teaching Students with Learning and Behavioral Problems. 3rd Ed. Needham Heights, Ma: Allyn and Bacon 1994.
2. Irwin J, Baker I. Promoting Active Reading Comprehension Strategies: A Resource Book for Teachers. Englewood Cliffs, NJ: Prentice Hall 1989.
3. Schumm JS, Strickler K. "Guidelines for Adapting Content Area Textbooks: Keeping Teachers and Students Content." Intervention in School and Clinic 1990;27(2):79-84.
4. Woelfel K. "Inclusion, Exclusion, Confusion, and Infusion." Principal 1994;73(4):48-50.
5. Fuchs D, Fuchs LS. Inclusive School Movement and Radicalization of Special Education Reform. Exceptional Children 1994;60(4):294-309.
6. Graves DH. Writing: Teachers and Children at Work. Portsmouth, NH: Heinemann 1983.
7. Schumm JS, Vaughn S. "Making Adaptations for Mainstreamed Students: General Classroom Teachers' Perspectives." Remedial and Special Education 12, 4: 18–27.Exceptional Children 1991;61(4):335-352.
8. Vaughn S, Schumm JS. (in Press-b)."Responsible Inclusion for Students with Learning Disabilities." Journal of Learning Disabilities.
9. Vaughn S, Schumm JS. "Middle School Teachers' Planning for Students with Learning Disabilities." Remedial and Special Education 1994;15(3):152-161.
10. Vaughn S, Schumm JS, Jallad B, Slusher J, Saumell S. (in Press)."Teachers' Views of Inclusion." Learning Disabilities Research and Practice.
11. Vergason GA, Andregg ML. "In My Dreams: a Second Look at Inclusion and Programming." Journal of the Association for Persons with Severe Handicaps 1993;18(4):296-298.
12. Will M. "Educating Children with Learning Problems: a Shared Responsibility." Exceptional Children 1986;52:411-415.
13. Woelfel K. "Inclusion, Exclusion, Confusion, and Infusion." Principal 1994;73(4):48-50.