An Overview of Special Education: Needs

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Introduction

The Origin of the Term 'Special Educational Needs'

It is a relatively new discipline in education and psychology, but it has already had a significant impact. When it comes to education, there is a long history of research on this topic. In contrast to children with exceptional needs, special education programmes have just recently come into existence in the US. In this sector, there is a lot of debate concerning its history and its legal and moral consequences. We will talk about special education needs from both a historical and cultural standpoint in this part. The educational requirements of people with disabilities such as deafness were studied by French and American academics in the eighteenth century. Children with mental impairments became a focus in the nineteenth century as a result of this increased attention. Services for these children have traditionally focused on providing protection, shielding them from the "institutionalisation" of society that they suffer because to their difficulty adjusting to daily life. These special needs children were advocated for in special schools or institutions by the democratic principles of the French and American revolutions. As a result of the rise of organisations dedicated to special education laws and the development of programmes for each kind of special education in the nineteenth century, the modern concept of special education was born. In many nations, specific legislation has been put up and implemented to guarantee that children acquire a minimum educational level. A number of laws have been passed in industrialised nations like the United Kingdom and the United States in recent years that assist the education of students with special needs. Some of the laws in the United States and the United Kingdom for students with special educational needs is being studied right now. Education for All: Handicapped Children Act (1994) is an example in the United States that sought to achieve the following objectives: "...to follow and assess the case in proportion to the circumstances of disability; to offer special educational services; [and] to ensure that disabled children with special educational needs receive support services to meet their education requirements"

However, there have been many phases in the development of services for people with special needs. A major shift took place in the United States in 1975 when the Individuals with Disabilities Education Act (IDEA) was enacted into law. As a result of IDEA, all kids with disabilities in different states were guaranteed equal access to a quality education. Individuals with disabilities were guaranteed participation in government programmes and activities in 1977 when Section 504 of the Rehabilitation Act was enacted. This act was enacted in an effort to safeguard the rights of impaired children and parents by providing financial assistance for educational opportunities for such children. These were excellent steps toward ensuring that children with special needs get the education they deserve. The Least Restrictive Environment idea remained the emphasis of these Acts, however (REI). Parental involvement in their children's educational programmes and associated choices is encouraged under this REI, which is more akin to the educational environment given for their non-disabled peers. Requirements for a "free suitable public education" are the foundation of the REI. To make matters worse, the REI's primary objective is to evaluate whether or not kids with disabilities are eligible for special education services and, if so, what kinds of services they will get. Instead than focusing on where children are educated, the argument has focused on the educational programmes themselves. The nature of the educational programmes, which should represent each student's unique requirements and traits, does not affect the educational placement in the same way as it does the nature of the educational programmes. The placement of students in special education programmes must thus be continually justified, not only in terms of establishing the legitimacy of their educational placement, but also in terms of the program's worth and its effect on their capabilities. The United States' enactment of Law No. 142/94 in 1994 sparked an interest in

the United Kingdom in the development of laws for individuals with special needs. The area of special education has seen considerable developments during the last two decades. Students' interactions with their surroundings were seen as the primary cause of learning disabilities when educators first began to study this theory in earnest in the early 1970s. As noted in the Warnock report, policy changes in the 1980s and 1990s were based on this belief. [page needed] "The legislation abolished statutory categories of handicap, established the concept of special educational needs, and provided for assessment procedures and the drawing up of an official document stating the nature of the child's special needs and the measures proposed by the education authority to meet these needs," according to Riddell and Brown (1994:9).

New social values and education were introduced through the 1988 Education Reform Act for England and Wales, which resulted in the creation of the National Curriculum and national testing. Several educators, like Riddell and Brown (1994), concluded that a shift in education, particularly this National Curriculum and assessment, was advantageous for students with special educational needs. Providing practical support to LEAs to ensure the protection of children's rights was a key obligation set forth in the 1993 Education Act for England and Wales in the Code of Practice. Special educational needs are defined by the DfE's Code of Practice for Identifying and Assessing Students with Disabilities (DfE, 1994). The execution of an Individualized Education Program (IEP) for each special needs child is outlined in this Code of Practice. Furthermore, the IEP was created to enable children with exceptional needs access special education services in normal schools. Also in 1997, the Code of Practice focused on inclusive education, a major shift in policy. All of these publications have been helpful for each impaired kid, including the updated Special Educational Needs Code of Practice (DfES, 2001) and the Education for People with Special Educational Needs (EPSEN). Rights for children included free education for children with special educational needs and the execution of an Individualized Education Plan (IEP) for every kid. Inclusion was a major factor in Labour's programmes in 1997, which aimed to improve the lives of the most disadvantaged members of society. IEPs also show whether pupils have made considerable progress toward short-term objectives in the programme in section 4:27 of the SEN Code of Practice. Pupils with special needs are only eligible for Individualized Education Programs (IEPs) if they are identified as having extra or distinct needs from other students on a general curriculum plan. There are several parts to the Individualized Education Plan (IEP). Parents and children must be involved in the development and execution of IEPs under this regulation. More than a few academics, however, believe that the scientific study into special education during the last two decades is an important advance in education history because of how much legislative backing it has gotten. According to this theory, the term "special education" was coined to describe the process through which the educational system was able to accommodate children with impairments. To the contrary, others argue that this new sector of education has brought with it difficulties owing to its complicated challenges and difficulty in effectively delineating it. According to Marshall (2008), the phrase "children with extra needs" may be a better fit than "SEN." Special educational needs' has been said to see categorisation as a 'necessary evil.'

Those who oppose "special education" say that it fails to help the children it is supposed to protect because it fails to define the needs of those students and keeps them apart from the general education population. According to Slee (1998), special needs research has not offered a new notion but rather rehashed existing beliefs that fail to safeguard children with special needs and their rights. The governments of the United States and the United Kingdom are clearly concerned that the rights of children with special education needs may be lost unless suitable laws or a separate, distinct, and visible system is put in place. Individuals from Black and Minority Ethnic (BME) groups and women in general, as well as people with disabilities, have been claimed to have a greater understanding of their civil rights as a result of this expanding awareness of the rights of persons with special needs. These new developments in special education have obviously been reflected by this new law, which protects everyone's right to education. It's also worth noting that Special education policy in the UK and the United

States seem to contradict on a number of levels, according to Sackel (2006). According to some critics, the American education system places too much responsibility on educators and legislators, whereas the British system looks to be more flexible in its evaluation of student needs and effective without being overly harsh. For students with impairments, withdrawing from high stakes examinations is an option under the British model, but there are no implications for the institution. Students with disabilities must also be given access to the whole curriculum and a balanced curriculum of their own by inspectors in the United Kingdom. Students in the United States seem to be missing out on some kind of enforcement mechanism because of the absence of such a job description (ibid). Students' freedom to transfer between schools is another point of distinction between the two nations. Parents in the UK are not required to pay for their children's education if they relocate them out of their local schools, unlike in the US. "The United States could also learn from the English system that preserving responsibility in schools does not involve the use of harsh measures," he says. As a result, children with special educational needs (SEN) need additional safeguards to protect them from harm.

Why Special Educational Needs

The concept of special education' has sparked a lot of discussion among professionals, parents, and those who are directly affected. Children with special educational requirements are also referred to as "extraordinary children," "handicapped children," and "children with special education needs," among other terms. Children with mental, emotional, physical, or social issues may need treatment or special care from competent professionals after a diagnosis. According to the Warnock Report (Department of Education and Science, DES, 1978), the term "Special Educational Needs" (SEN) was developed in an effort to promote societal acceptance of people with disabilities and to re-conceptualize special education in Britain. The word "disabled" was formerly used in conjunction with statutory classifications. The term'special educational needs,' on the other hand, has been contentious and the subject of much scholarly dispute. The phrase "learning challenges" is seen by some as ambiguous and improper, while others argue that it promotes discriminatory behaviours by implying that any kid might sometimes encounter such issues. Another opinion is that calling these youngsters "special" highlights their helplessness rather than elevating their status. Tomlinson, on the other hand, wonders whether this new vocabulary established an administrative label that effectively defined the educational trajectories of students. Using the term special needs' to characterise persons might help to minimise stigma and marginalisation, I believe. The deficit model of disability is shown by phrases like "handicapped" or "mentally retarded" that were previously employed. There are many different types of impairments and distinctive traits that fall under the umbrella of special education'. Every kid is unique and there is a vast range of SENs that are usually inter-related, as Farrell (2004) observed.

Many of the phrases listed above have been used interchangeably with the term "special education" over the last three decades, despite the fact that they signify distinct things. People who are labelled as disabled, for example, have difficulty executing an activity the way it is typically done. "disability" refers to a long-term physical or mental impairment that causes an individual difficulty in performing certain functions, indicating a deficit in an individual's functional ability and effectiveness. 'Developmental disability' refers to any condition that affects a child's mental, physical, or major life activity development and necessitates long-term treatment or special services. While special education' may be defined as a field of study concerned with identifying and treating children who have unique learning needs via assessment and diagnosis, it can also be used to describe the development of educational plans and instructional strategies tailored to these children. Special education refers to the provision of appropriate educational services for children who do not meet the standards of "typical" and "disabled" above, but it does not necessarily apply to education for children with disabilities or handicaps. Thus, there is a lot of debate and misinterpretation around these concepts. In this area, there are also formal definitions. 'Special educational need' is defined in the Special

Educational Needs Code of Practice as: "a learning challenge that requires special educational support." "a) have a significantly greater problem learning than the majority of their peers their own age; or (b) have an impairment that prevents or hinders them from using educational facilities generally provided for pupils of the same age in schools within the local education authority's jurisdiction;c) are enrolled in a compulsory education programme."

If a kid is unable to succeed in school due to a variety of factors, the International Standard Classification of Education (ISCED) defines them as having special educational needs (SEN). When it comes to adapting their curriculum, teaching, and organisation to meet the needs of students with learning disabilities, schools are looking at how much they can do to help them succeed. According to this definition, conditions such as difficulties with listening, reading, arithmetic, writing, written expression, handwriting, and spelling could be considered specific disabilities. SEN students, according to the UK government's Green Paper on Excellence in Education, comprise a distinct category that has similar features and includes both students from disadvantaged backgrounds and those who have a formal Statement of SEN. As a result, rather than medical conditions or impairments, children are classified as having SEN based on the difficulties they encounter in school. Nearly one-eighty-eight per cent of primary school students in the United Kingdom are classified as having special educational needs (SEN). Teaching children with special needs is difficult because there are so many different types of children who have special needs. Because of this, the SEN Code of Practice failed to differentiate between different forms of SEN. Categorization is also frowned upon by many, who believe that doing so goes against inclusion's mission to eliminate obstacles and provide equal opportunity for everyone. There are long-term implications to this lack of consistency. They "rarely meet categorical classifications of difficulties, and not all disabilities cause special educational requirements, nor are all special educational needs caused by a disability," argues Florian, (2003)

Categorization may have little instructional value, as this definition emphasised Another problem is that special educational requirements have not abolished categorization from the school system, which has led to difficulty in allocating resources for students with special educational needs. In contrast, Armstrong, (2003) says that successful categorization may be useful in describing a state, identifying a cause, and predicting the long-term future of a given situation. Categorizing kids as intellectually disabled or emotionally and behaviorally challenged is likely to continue. Debates on special education reform have not been generally embraced, even if these debates have been aimed at improving the lives of people with disabilities and changing their perceptions of them. It's safe to say that the purpose of the services provided by educational authorities is to help students with special educational needs get social acceptability and receive a vocational education that meets their unique set of requirements. Individuals with SEN, the majority of whom are far below grade level, get special education services in the form of a variety of specialised educational programmes. The goal of these programmes is to assist the participants in achieving their maximum potential, fully developing their skills, and adapting to and actively participating in the growth of their society.

Literature Review

Sofologi, Maria & Kougioumtzis (2022) Disproportionate to their intellectual ability, students with specific learning disorders (SLDs) struggle academically and struggle to reach their full potential. Dyslexia is the most frequent kind of learning disability, affecting a large proportion of school-age children across the globe. 50 percent of students in special education institutions in Greece have been diagnosed with a learning disability, and 80 percent have reading problems, according to epidemiological statistics. Children with SLD have both internalised and externalised problems, such as depression and anxiety, low self-esteem, eating and sleeping disorders, and criminal conduct. They may also have difficulty forming social relationships. A lack of effective learning practises is to blame for the low academic achievement of children with learning difficulties, according to studies. However, phonological processing and working

memory abnormalities are among the most frequent among children with SLDs, according to recent study.

Theofilidis, Antonis (2022) The purpose of this work is to investigate the relationship between reading comprehension and the idea of learning difficulties. Students in the first grades of primary school are examined in terms of their academic achievement, namely in terms of learning challenges and reading skills. As part of our research, we want to look into and provide Learning disabilities, their causes, and the link between learning challenges and reading are all covered in this section. In what ways do reading and writing issues impact the educational setting and the performance of students? For example, how to identify students who are struggling with reading comprehension, and how to use classroom interventions to help them overcome these difficulties. The purpose of this research is to examine the learning challenges and reading abilities of first-grade kids. Following the most recent literature, we conducted our study. As a result, children with learning difficulties seem to struggle in the classroom and lag behind their peers in terms of academic achievement. Previously, these children were seen as "lazy," "poor students," or "dumb," but today we know that this is incorrect, since we are not talking about pupils who lack the ability to perform at the same level as their peers because of a nervous system issue. It is possible for children to suffer from emotional issues in addition to academic challenges (such as a child's inability to read, write, or do arithmetic).

Kaur, Navleen (2021) The Right to Education Act has been implemented in India in order to achieve UNESCO's goal of "Education for All." The teacher's position has become even more specific and demanding. When it comes to curricular demands for students with unique learning difficulties, today's teachers must adapt to the wide range of educational environments. It's not "another thing to do," but rather a "new approach of accomplishing it". All students should be given a choice of options for processing and demonstrating what they've learned in order to "fit" their own unique learning style and maximise their potential.

Aro, Tuija & Eklund, Kenneth & Eloranta (2021) Children with a learning handicap are more likely to have behavioural and emotional issues (LD). Between 1985 and 2017, a specialist clinic tested 579 Finnish youngsters (8–15 years old) for reading, math, or combined disabilities (RDMD). LD type, gender, and setting (at home vs. school) all had an influence on the proportion of children with behavioral-emotional symptoms reaching clinical range (i.e. z score >1.5 SD). The severity of LD and gender also had an impact on the amount of behavioral-emotional symptoms reported by teachers and parents, according to our findings. Anxiety, depression, and attention deficit hyperactivity disorder (ADHD) were shown to be the most common behavioral-emotional issues among children with any form of learning disability. Teachers reported greater concerns than moms, indicating a considerable degree of contextual variance. Even while the impacts of gender and LD type were somewhat infrequent, the findings were alarming for individuals with MD-only, particularly young men who are mostly male. Teachers must be aware of the prevalence of behavioral-emotional issues among kids with LD, and they must collaborate with the child, their parents, and the school to identify and address these issues, according to the findings.

Muthmainnah (2021) Educators and the Indonesian Ministry of Education and Culture (MOEC) should consider the use of blended learning while establishing new institutions. In this day and age, it is critical to include 21st century skills and technology into the teaching and learning process. In today's digital world, the use of technology in a Digitarian classroom is strongly recommended. Indonesia's Ministry of Education and Culture has taken notice of a new educational trend known as education evolution 5.0. This new paradigm in the curriculum necessitates a new curriculum design to promote 21st century competencies. As Indonesia becomes more secluded in the midst of This study demonstrates that most educators lack basic technological abilities, including how to use, educate and train their pupils to utilise technology in the classroom, as well as how to integrate technology into the classroom in this digital age. In order to compete with the rest of the world today, Indonesia places a strong priority on improving the literacy abilities of its teachers. New developments in education have created an

environment where learning can no longer be restricted to a group effort. To go back to the beginning of the term "Industry 4.0," the role of a teacher is critical in order to give pupils with high-quality instruction. To be an effective teacher, one must not only be capable, but also well-versed in the material they want to cover in class. Students may enjoy, comprehend, and respect learning when a teacher creates a pleasant learning environment. If instructors can educate students and enable 21st century classrooms, but if teachers lack teaching abilities, courses will not be entertaining. The most important responsibility of the teacher is to ensure that students get a quality education. Students' collaborative and creative abilities are enhanced by the use of contemporary technologies in the classroom by instructors of Generation Z, particularly. In order to foster higher-order thinking abilities in students, the authors recommend developing a 21st-century learning environment in which they may put their digital learner skills to the test.

Research Methodology

Selection Of The Subject Sample

When doing any kind of research, it is critical to pick a sample that is representative of your target audience. Attempting to examine the complete population is impossible or advisable owing to the fact that it is always shifting and evolving. Sampling is thus required to get a representative sample of the issue. The following criteria were used to choose a sample for this study:

3.2.1 Description of The Population

A sample of students in grades X and XII who were enrolled in a CBSE, ICSSE, or STATE school were included in this research.

3.2.2 Selection of Sample

As part of the process of selecting a sample, six schools from each of the CBSE, ICSE, and State Boards were surveyed to identify students with learning disabilities in grades IX and X. Purposive sampling was used to choose units from a variety of schools where the instances had been discovered via the process of surveying.

SELECTION AND DESCRIPTION OF THE TOOLS

Data collection methods and instruments used by researchers may vary widely in terms of their level of sophistication, design, implementation, and interpretation of results. There are particular types of evidence or information that are best collected using certain tools or techniques. Researchers must choose from a variety of data-gathering instruments to aid in hypothesis testing. The criteria for selecting the tools are shown in the image below:
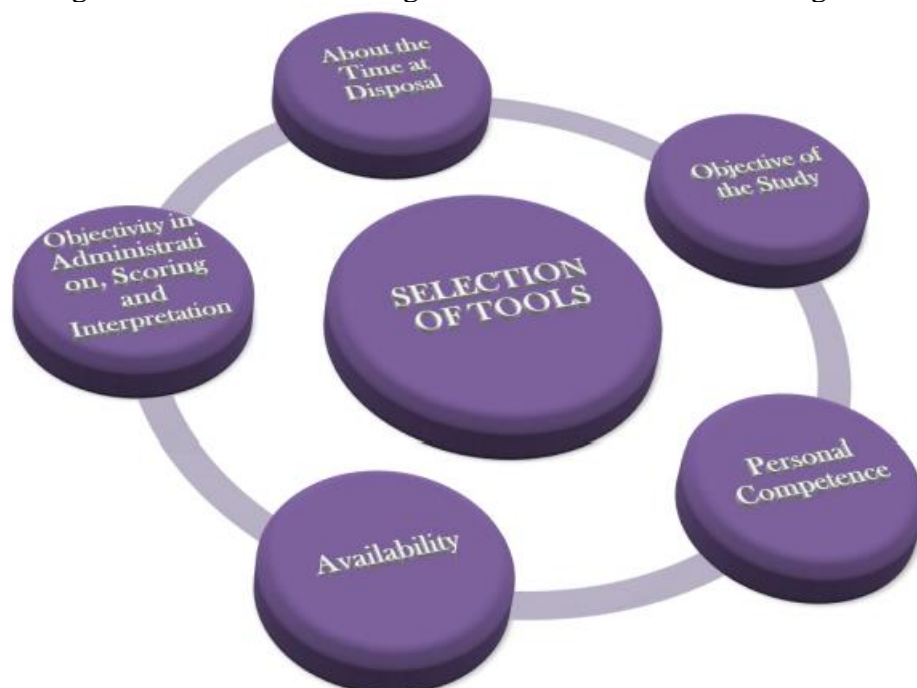
Figure : Criteria for Selection of Tools

Dimensions of Temperament Scale

Description

„ The Dimensions of Temperament Scale is a personal assessment for teenagers between the ages of 14 and 18 years old. There are a total of 15 different types of temperament to consider:

1. Sociability
2. Ascendance
3. Secretiveness
4. Reflective
5. Impulsivity
6. Placid
7. Accepting
8. Vigorous
9. Co-operative
10. Persistence
11. Warmth
12. Aggressiveness
13. Tolerance
14. Tough Minded 8. Responsible

Conclusion

In this chapter, we've addressed the data analysis and interpretation related to the study's goals. A holistic picture of the behavioural, mental, emotional, and social growth of the learning-disabled kids may be gleaned from the percent-based analysis of the core goals. The psychological and social development of boys and girls differed when examining secondary objectives, such as the comparison of learning challenged boys and girls. Efficacy, IQ, and study habits are just a few of the areas where ladies outperform guys. A few areas of social maturity are ahead of the curve for males, but in the vast majority of cases, there is no difference between male and female students with learning disabilities in terms of mental, social, behavioural, and emotional difficulties. As a result, this chapter has provided an in-depth look at the personality traits of a kid with a learning disability.

Children with learning disabilities are more likely to be found in STATE Board schools, where the majority of students originate from low-income families. Additionally, the schools aren't making any attempt to identify or organise individualized/differentiated education for the students. This is a serious problem. Enough data was collected from C.B.S.E. board schools, in part because educational settings are comparable and parents are unaware of their children's learning disabilities. Since the parents in these situations are well-to-do, well-educated, and concerned about their children's education, there aren't many cases from I.C.S.E. board schools to investigate. There aren't any tools in the classrooms to help teachers identify learning-disabled students and provide them with differentiated education. They don't know how to identify and deal with children's learning problems, which is a problem. All children with learning disabilities have a few physical, mental, social, and emotional issues, with varying degrees of severity. The people who were chosen for the study had a variety of social issues.

Physically, the majority of them have a speech articulation deficiency; mentally, the majority of them have academic issues, test fear, poor memory, and a general lack of focus. There is a strong correlation between aggressive behaviour, increased temper tantrums, bothersome tendencies (such as disobedience), and anxiety and irritation among children with psychiatric issues. Socially, they experience issues such as social withdrawals, arguing, a dearth of friends, babyish behaviour, and defiance of authority. Despite the fact that there are many people who attempt to conceal or compensate for their learning problems. Their personality traits may be described as being ordinary, boring, normal, or borderline; very few have excellent intellect; and no one is deficient. In other areas of the mind, such as creativity, study habits, and drive for academic success, there was a downward trend. There were notable exceptions in the form

of students with very high IQs and academic standing. Despite their strong temperaments and inability to regulate their emotions, these youngsters have done about as well as any other in their age group. They get into fights with their siblings, blame others, have tantrums, and are generally unruly as a result of their dissatisfaction. They lacked ambition and self-confidence. They have developed socially and have an average school and home environment. They were generally well-liked by parents but received just mediocre approval from their friends' circles when it came to peer recognition.

For Guidance Workers and Counsellors

Case studies of learning-disabled students in schools across the country should be examined by guidance and counselling professionals so that they can devise appropriate academic counselling programmes or address issues related to speech, reading, and arithmetic interests, as well as make the students more intellectual, social, imaginative and practical. Parents and the general public should be made aware of the needs of handicapped children and adults through these counselling services, which aim to educate them on the unique characteristics and perspectives that come with being disabled. They need to be educated on how to interact with and communicate with children who have learning disabilities.

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