

Stavroula Vasilakopoulou,
PhD,
St. Kliment Ohridski University, Sofia, Bulgaria

STRATEGIES AND CONDITIONS FOR THE INCLUSIONS INTELLECTUALLY DISABLED PEOPLE IN EDUCATION

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Abstract. *A key feature of people with intellectual disabilities is the wider developmental delay, which includes a variety of areas of cognitive and motor development of an individual, such as difficulty speaking or inability to develop social behavior. The educational process should therefore focus on specific areas of skills enhancement, such as the field of communication, self-care, etc. More specifically, the educational process of children with intellectual disabilities should have a specific plan and design adapted to the capabilities of children, to maintain the smooth transition from one activity to the next, to emphasize the strengths of each student and finally to the personal rhythm of each student is utilized separately. All these educational strategies in combination with the implementation of inclusive education in the school environment are the best possible combination for students with intellectual disabilities and not. Through inclusion, students with intellectual disabilities are socialized through interaction with their classmates, but on the other hand, their classmates also learn to accept diversity, thus creating a friendly environment between them. But inclusion has some preconditions for success, such as the recognition of the universal right to attend all children in general school, the acceptance of the atmosphere of multiculturalism that prevails in the school reality and finally the school infrastructure that a school unit has, as well as the scientifically trained staff.*

Keywords: *inclusion, educational strategies, intellectual disability.*

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Introduction

The education of people with intellectual disabilities is a constitutional and basic right of every person to participate in and receive formal education from the state to live on an equal and dignified footing, as are the other members of society. The aim of education, in the case of people with intellectual disabilities, is therefore to provide substantial assistance in making the most of their potential and their ability to participate in all social activities, including the fulfillment of their personal needs for autonomous and independent living. Education of people with intellectual disabilities should aim to enhance their functionality, within the environment in which they live, operate, and develop. The concept of independent living is linked to the process of transferring the mentally disabled person from childhood and school age to adult life. Training should therefore strengthen all the possibilities of the individual, enabling him to enjoy a future, comfortable and dignified life (Black-Hawking's, 2012).

So, the education process should focus on specific areas of skills enhancement, such as communication, self-service, socialization skills and basic educational skills, such as speech and mathematics or even working skills. These areas should therefore be a key priority for all educational programs, regardless of the type of school that each child attends. Self-service, independent functionality and social skills, as well as strengthening self-guided and self-regulating behavior in various social skills to achieve an adult-centered approach to disability, are important, as they aim to integrate the mentally disabled person, as an active citizen of the society and community in which he lives, and not as a "perpetual" child who should always depend on his or her parents or on them others. To make this adult-centered approach to the teaching of people with intellectual disabilities more visible, each person should be able to recognize and evaluate his or her main priorities, skills and communication capabilities and preferences, and to be able to set objectives which he or she will strive to achieve with immediate feedback on their intended results. This process will be able to make more responsible every person with intellectual disability in the decision-making and self-assessment process (Bigby & Beadle-Brown, 2016).

Literary review

A key feature of intellectual disability is the wider development retardation, which includes a variety of areas of individual cognitive and motor development. In childhood, children with intellectual disabilities have a clumsy attitude, as well as problems associated with 1) gross motor skills 2) difficulties in speech and perception, 3) inability to develop social behavior, as well as the wider 4) emotional manifestations (expression of emotions). Most often during school age, they also show symptoms of distraction, hyperactivity and difficulties associated with the whole range of learning and understanding of new concepts. As individuals grow up, they are called upon to function independently and autonomously, within the requirements of social reality. This is where the greatest difficulties arise in concentrating attention, memorizing, generalizing, and finding personal incentives, and social development, and it is also where difficulties arise in maintaining

knowledge from changing one scientific field to another, as well as in storing new information and in retrieving it accordingly.

Results

In addition, there is a failure to generalize and transfer the pooled knowledge and a failure to reversibility of knowledge-information, where there is a continuous and ongoing need for systematic encouragement from the individual. To compensate for all these difficulties, the principles on which teaching should be based are the sequences (Cobb et al., 2006):

- Teaching practice model should have a specific plan and design on which to base the learning opportunities and mechanisms available to each student.
- You should maintain a smooth transition from one activity to the next, as well as a well-structured and organized educational goal-learning plan.
- Particular emphasis should be placed on the type of memorization and the strengths of each student, such as auditory or visual perception and memorization.

Should also take advantage of and respect the personal rate of individual learning performance and work.

Alongside these strategies and methods of teaching, there should be multiple and different strategic hints to achieve the steps of each learning activity, as well as for students to work in groups to learn more easily new skills through cooperation, to repeat frequently and to involve all students in learning processes. Of course, it should be emphasized that, in addition to the students themselves, parents or special advisers can also be involved in learning processes, to establish and formulate realistic expectations for each child. Therefore, the teaching of children with mental disabilities should be a gradual process involving four main stages (Coyne et al., 2012):

- The Exploration Stage.
- The Design Stage.
- Stage of the implementation of knowledge.
- The stage of a critical review of all the results obtained from the above steps.

The main axes of the educational process should therefore focus on what should be taught and how a student should be taught, and it is also the teacher who can differentiate between the analytical curriculum, within the limits and the qualities of the classroom's potential. Educational intervention programs should be based solely on students' skills. Children with mental disabilities need incentives to interact with and integrate into learning experience. So, the teaching priority is based on experience and learning through real conditions. In this way, students with mental disabilities will be better able to identify and participate more directly in the generalization of educational activities, resolving any gaps or shortcomings in them. In addition, the teaching methodology, depending on the content of the school curriculum and the specific objectives it sets, can take a variety of forms, as well as follow similar teaching practices and techniques (Coyne et al. 2012). For example, some important teaching techniques followed in the education of students with mild or moderate mental retardation associated with all levels of their education, up to and including adult life, are based on 6 basic teaching methods:

- In providing concrete instructions step by step.
- The link between the information and knowledge provided by the teacher and the students.
- The analysis of the intended work and purpose of the learning process.
- In the discussion and communication between pupils on all the knowledge and information they gather.
- To the representation of behavior and the change of roles.
- To imitation patterns.
- To immediate practice and feedback of information.
- In educational generalization through performing the educational process in alternative learning environments.
- To constant guidance.
- Discussion and development of the dialog on the objectives of the teaching model being followed.
- To the systematic delay in time to achieve learning activities.
- And the creation of a system of individual interventional strategies (allusions).

All these practices are effective teaching methods which respond to all levels of education of people with intellectual disabilities and to all subjects of instruction followed. In recent years, greater emphasis has been placed on linking the learning and functionality of the individual to the everyday life on which his or her independent living is based. The aim of educational action is to integrate people with intellectual disabilities fully into the wider social environment they are developing and active in. For this reason, inclusive education is a form of educational process proposed for people with mental disabilities from nursery school through to adulthood (Coyne et al., 2012).

The Basic Principles of Educational Inclusion

The achievement of inclusive education, to treat diversity as a source of learning and evolution of the school system, is based on fundamental principles and co-training practices aimed at eliminating all discrimination and exclusion. Principles and practices tailored exclusively to the needs and capabilities of each student. By establishing and creating a modern inclusive school, which includes experienced and scientifically trained staff, not only at the level of the education team, but also school counselors, nursing staff, establishing, and integrating into the school environment specific psychological support groups, which can effectively respond to any challenge that gives rise to, every kind of diversity of learners and, more specifically, of students with mental disabilities. Students with mental disabilities therefore require more specific treatment. At the same time, this model of the one-year-old school is called upon to recognize the rights of all children in education, forming integrated personalities who will then act as conscientious and responsible citizens. Values and competences which are extremely useful and necessary for mentally disabled pupils to successfully develop the full range-range of their independent living skills in their subsequent adult life (Fullan, 1991).

More specifically, now, the first and basic principle of co-education is the recognition of the universal right of all children to attend general schools. Attendance at courses and their active participation in the educational process are no exception; it is a top priority, which is why it includes every need. This practice helps to reduce

the emotion of exclusion and marginalization of disabled students, since they are normally involved, as are other children, in school and learning activities. The second basic principle of inclusive education is the development of a pedagogical method focusing on the student by providing him with equal opportunities, incentives, and equal treatment with other students in school and educational programs or activities (Johnson & Johnson, 1994).

Then, another important principle is the acceptance of the cult of multiculturalism and alternative culture that prevails in school reality. Presenting the diversity of students as a natural social consequence familiarizes and homogenizes the idea of differentiation in the practice of inclusion. While improving the learning conditions involved by strengthening the infrastructure of school units, this will make an important contribution to shaping the educational process into an advanced model of inclusive principle, for both students and teachers. Finally, an important principle is the assumption that the effective implementation and implementation of coeducation practice in the educational field is the fundamental cornerstone of the subsequent social integration of children with disabilities and disabilities (Booth & Ainscow, 2002)

In the implementation of co-education, each education system is based on theoretical approaches and principles that shape its educational vision. These theoretical principles, to be effective, should be combined with the appropriate educational infrastructure available to a school unit to meet the educational and learning requirements of the learners. In this way, the education system underpins the basic models of inclusive teaching, in the teaching practice of integration. With the prospect of acceptance, of all students within the context of school reality.

In particular, the first model of full co-education without discrimination is aimed at precisely this integration of all the differences within school education standards. The model of the participation of all children in the classroom continues the educational integration from the wider school environment, within the classroom boundaries during the course. The emphasis model on children's individual needs focuses on developing specific educational methods, performance and understanding of teaching flow, tailored specifically to alternative teaching methods. Finally, the

restrictive model of co-education refers to the concrete development of educational teaching, exclusively for pupils with special learning needs or a different cultural background, outside the normal classroom (Johnson & Johnson, 1994).

In more detail, the model of full co-education without discrimination is the most effective in placing children with special educational needs in the general class. By helping to improve understanding of educational objectives, contributing to the socialization and active interaction of students with the rest of the class and school environment in general. This model also includes the provision of additional aid to children with special features. With appropriate support staff, which intervenes directly when assistance is deemed necessary. Thus, creating a new school model of single and uniform participation, without separating children in special schools, but integrating them into general schools, with special support. By contrast, with the restrictive model that somehow "cuts" students off from the educational process and the socialization process, by placing them in special classes and schools (Mittler, 2000).

The results of Inclusive Educational Practice

The objective of inclusive education, to create a school common to all students, has given its implementation considerable benefits to all students, regardless of learning abilities and specifications. At the same time, the development of educational activities will be greatly enhanced by the further development of their educational activities. The implementation of inclusive education in the school environment results in all children living together, co-existing and interacting with each other, in a wide and diverse range of socialization of modern general inclusive school. All students learn to accept diversity and the most important, besides acceptance, is the support they provide in turn, in creating a friendly environment for their classmates with disabilities. This support for students is the result of the respect they show to their classmates by not imposing or exercising classifications and divisions in their relationships. Inclusive education enables the development of intellectual skills, across the range of educational practice. Whether it is school or academic environment. The opportunities to develop social relations while

eliminating classifications and exclusions are the greatest successes of inclusive practice in the development of the educational world-system (Stasinios, 2013).

Conclusion

To summarize, the most important results of inclusive education that have so far been recorded in the educational process and practice are primarily aimed at limiting social stigma, integrating disabled children and mentally disabled pupils into the general class, thereby reinforcing their self-confidence and motivation to participate in the education process, to successfully fulfill their dreams, aspirations, and expectations. The educational staff of the general school shall liaise with the educational staff of the special school. So, we are not just talking about forms of coexistence between pupils, but also about forms of coexistence and cooperation between the general education bodies and those of special education. It is understood, therefore, that the results of inclusive practice are not only about pupils' relationships, but also about the expansion of the knowledge and skills acquired by teachers throughout their inclusive work. This training covers both their intellectual development and their development as professionals in this educational vocation. (Booth&Ainscow, 2002).

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