

# OPPORTUNITIES FOR SPECIAL CHILDREN. A CASE STUDY OF SPECIAL CHILDREN EDUCATIONAL INSTITUTE AT AJK

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## ABSTRACT

*The present obstacle to giving quality program to every youthful youngster stays now and again is wonderful, particularly in financial domain Kids with different handicaps are those with related hindrances, for example, scholarly incapacity + visual deficiency or scholarly inability + orthopedic impairment(s). This blend causes extreme instructive needs that can't be met through projects got ready for youngsters with a solitary pulverization. This study was critical analyze the "Opportunities For Special Children. a Case Study Of Special Children Educational Institute At Ajk . The main objectives of the study were 1. To identify the role of special education services. 2 To explore the educational opportunities for special education. 3. To analyse the clear picture of special education services . It was descriptive type of research. The population of study was all special schools and their teachers in AJK. A sample of 400 teachers was taken from this known population. Random sampling technique was used to select sample for present study. The researcher was used questionnaire technique to collect data. Research questionnaire was developed by the researcher according to the nature of the research. The questionnaire have to refined items are taken after the responses of the experts. After polite testing the researcher were find the validity report on the basis of using crown Bach alpha which is 0.78.*

**Key words.** Special schools, opportunities, drawbacks, promoting special education.

## INTRODUCTION

The tradition curriculum development can be portrayed as having three noteworthy stages, rejection and segregation, access and consideration, and responsibility and strengthening. Verifiably, up until the mid-1960s and 1970s, handicap was seen as an anomaly or "irregularity of nature," and people who had disabilities were constrained into disengagement and avoidance. During the social liberties time through the 1980s, guardians and supporters pushed to move this point of view and addition rights for people with handicaps through access and consideration. From the 1990s to the present, people with disabilities have turned out to be enabled and are moving in the direction of reclassifying their job and character in the public eye as a social wonder as opposed to mediocre compared to capable, capable disapproved of people in the predominant standard. Moreover, frameworks, for example, case law and rules, open and private projects, and backing associations have been made to make schools responsible for giving equivalent instructive chance to all understudies, incorporating people with handicaps. This passage surveys the political and social viewpoints that impacted every one of these chronicled stages in a custom curriculum. Disengagement and Exclusion Up until the mid-twentieth century, people with handicaps were rejected from standard society, regularly being housed in organizations that confined them from

the outside world and their families. People with incapacities were viewed as unusual and unfit to work in the public arena. It was said that such people disturbed and adversely impacted those in the standard, which made numerous families stow away their relative with an incapacity in upper rooms or remote spots. People with in capacities were treated as peons, and frequently states took care, which debilitated families from having rights concerning their youngster with a handicap. Since people with in capacities were seen as a weight to society and ineducable, the states of establishments were frequently uncaring, with single con-refinement being the standard. It was not until the early. 1900s that schools started to open their ways to people with inabilities because of parent support gatherings. In any case, standardization and neutrality kept on winning until the mid 1970s. Indeed, the last organizations were disassembled during the Reagan organization in the mid-1980s during the institutionalization development. Bailey D, Woley M (1992).

These words guided by Abraham Lincoln to the Congress of the United States in 1862 can sensibly be associated with the present time and place in South Africa, a period which is depicted by relentless change, progression and modification. Fundamental changes are being impacted in one of the most earnest activities of the South African social order, for instance the field of guidance and getting ready. New course in government methodology, the affirmation of the Bill of Rights in another holy condition, the combination of schools and a general advancement away from the old game plan of single medium schools have found their way into guidance for the weakened child moreover. This was appeared before long the dissemination of Draft White Papers on Education and Training (Department van Onder wys, 1994:1-63, 1995:1-83), White Paper No. 6 on Special Needs Education (Department of Education, 2001:1-56) and even more starting late by the impact of Curriculum 2000 and the introduction of the course of action of results based guidance (Naicker, 1999:21). Inside a short space of time most 'for the most part supported' schools have ended up being looked with more prominent classes, with understudies from a variety of social orders and with an incredibly varying understudy people, fusing kids with different impediment (Lomofsky, Roberts and Mvambi, 1999:71). In the old course of action of specific schools, which was from the outset made to oblige understudies with unequivocal enlightening needs 1 , it after a short time ended up being apparent that an essential degree of these understudies were faced by the implied hindrances to learning in these very schools. It thusly wound up imperative to reexamine the whole issue of excellent and explicit organizations to these understudies. At the same time it ended up being apparent that concerning present day preparing course of action, the available workplaces and assets were basically missing to oblige these understudies in a specialist plan and that various techniques for help would should be given in order to accomplish an increasingly vital number of understudies (Muthukrishna and Schoeman, 2000:318).

The useful circumstance brought about an adjustment in the philosophical mentality with respect to instruction arrangement. The spotlight has moved from accentuation on the tyke's particular issues emerging from his/her handicap (the alleged therapeutic model that structures the premise of a methodology towards inability) to the tyke's potential (the social model). New procedures with respect to homeroom the executives and systems, flexibility of the educational plans and changes of frame of mind have developed. Never again does the student with explicit instructive needs need to adjust to the standards of the common study hall; it is somewhat the 'study hall' and all it includes that needs to adjust to oblige all youngsters. "Standard schools need to perceive that they should make an inviting situation for all students, perceiving and tending to their assorted variety and individual capacities" (Hugo, Louw, Engelbrecht, Schoeman, Kachelhoffer and Henning, 1998:4).

### Review of related studies

(McCray and McHatton, 2011 McCray, E.D., and McHatton, P.A. (2011). Less hesitant to have them in my homeroom: Understanding pre administration general teachers' recognitions about incorporation. Educator Education Quarterly, Inclusive training (IE) alludes to the situation of SEN understudies into general training schools (or study halls inside general training settings) for

guidance, as opposed to giving guidance in discrete extraordinary schools. As instructive changes lead to progressively comprehensive learning conditions for SEN understudies, general-content educators, including maths and science instructors, are looked with expanded requests to be prepared to train different students as a rule training homerooms.

As indicated by Rogers (1993), incorporation is "the pledge to teach every tyke to the most extreme degree fitting in the school and study hall the individual in question would somehow or another visit" (p. 1). She further includes that consideration includes bringing the help administrations to the tyke as opposed to moving the youngster to the help benefits and requires just that the tyke profit by being in the class, instead of staying aware of different understudies. Such a definition bolsters the IDEA's least prohibitive condition command:

McLeskey and Waldron (2000) continued with this assessment of the circumstance examples of understudies with LD by investigating the Annual Reports to Congress from 1988-89 through 1994-95. 18 They looked position settings for understudies with LD: general guidance class, resource room, separate class, and separate school. This examination used a near CPR record, figured by parceling the amount of understudies with LD served in a particular setting by the supreme school age people. This number was then copied by 1,000 to exhibit the amount of understudies in an ordinary school of 1,000 understudies who may get organizations for a learning handicap. Results from this assessment revealed the conspicuous confirmation paces of understudies with LD was extending, like the general example of these understudies tolerating a predominant piece of their step by step direction in the general investigation lobby setting.

Zigmond and Baker (1995) outlined discoveries from three examinations to look at the adequacy of various models for giving specialized curriculum benefits by and large training. Concentrate One analyzed results for understudies with LD who stayed when all is said in done instruction study halls full time. Concentrate Two included rearranging custom curriculum and medicinal administrations in a single school to give more help to understudies in the general training homeroom. Some haul out administrations remained, yet most of a custom curriculum administrations were given in the general training study hall where the SET worked with the GET. Concentrate Three adjusted the asset room program to incorporate CBM. Perusing accomplishment for understudies with LD was evaluated in every one of the 19 three examinations with pre/post correlations. In all cases, the results for understudies with LD were disillusioning.

In the supposition of Crockett and Kauffman (1999) comprehensive, yet not constantly sufficient instructional methodologies for understudies with learning incapacities take steps to underestimate specialized curriculum from the focal point of school change. They found precise information affirming that change endeavors give minimal substantive consideration to a custom curriculum or to understudies with disabilities; yet school change underscores the significance of educational program, scholarly principles, and understudy 20 responsibility for all understudies. "Universally, the open calls for aggressive principles, responsibility, value, and perfection for all understudies simultaneously it voices worries about chances to learn for those least prepared to contend"

### **Mental Imbalance Spectrum Disorder (Asd)**

(Ainscow, 2005). Perspectives that Mental divergence Spectrum Disorder implies a deciding insufficiency that comprehensively impacts correspondence (both verbal and nonverbal) and social dealings. These reactions are normally plain before the age of three and dangerously impact a child's informational show. Other perceiving selectiveness of those with ASD are obligation in intermittent activities/stereotyped improvements, meet to change in condition and step by step ordinary and uncommon responses to recognizable lifts.

### **2.3 Various Disabilities**

(Pearson, 2005). Says that Kids with various debilitations are those with related obstacles, for instance, insightful inadequacy visual insufficiency or academic failure orthopedic impairment(s).

This mix causes outrageous valuable needs that can't be met through activities prepared for youth with a forlorn pummeling. (In need of a hearing aide visual need isn't assumed as an alternate inadequacy and is portrayed out disconnectedly by IDEA.)

#### **2.4 Horrible Brain Injury (Tbi)**

Adelman, H. S. (1996) says that Horrible personality harm insinuates picked up harm to the cerebrum realized by outside physical forces. This mischief is one that outcomes in a repressed or complete helpful impediment and in addition psychosocial pummeling and ought to frightfully control the child's enlightening appearance. TBI does exclude consistent or degenerative condition or those realize by birth-related despondency.

#### **2.5 Discourse/Language Impairment**

A. Speech or language shortcomings suggest trades matter, for instance, stammering, handicapped enunciation or language/voice weakenings that unfortunately influence a child's informative presentation.

#### **2.6 Scholarly Disability**

Insightful powerlessness is portrayed as a basically underneath standard execution of generally moving toward that exists adjacent to deficits in versatile way and is indicated all through the kid's developmental stage causing surly things on the kid's helpful game plan.

#### **Objectives of The Study**

The objectives of the study are as under:

1. To identify the role of special education services.
2. To explore the educational opportunities for special education.
3. To analyse the clear picture of special education services .

#### **Materials and Methods**

##### **Population**

In this research the population of the study is consisted as all special schools of the AJK. As my research is 'A study of educational opportunities for special children of AJK, the special schools of the AJK are included in my research. Keeping in mind that it's not an easy task to collect accurate sample to make generalization for the rest, I had taken a keen interest in doing this basic job for my research and tried to get a sample for the stream which can be considered as valid as possible.

##### **Instrument**

In this study the researcher was use survey and meeting system to gather information. Research poll was created by the analyst as per different existing issues at auxiliary level. The poll need to refined things are taken after the reactions of the specialists. After pilot test, dependability and legitimacy of the survey is resolved.

##### **Sampling**

The researcher well aware of the sensitivity about the collection of the data, and the nature of my research. As it my sample of the study is 400 teachers were taken from this known population. Random sampling techniques were used to select sample for present study.

##### **Pilot Testing**

After preparing the questionnaire we distribute them to educational experts and 40 teachers of special schools for electing their opinion and advice for the improvement of questionnaires. All the

**Table No 2. Different strategies can be used to assist students with several disabilities in, educational setting**

	Observed N	Expected N	Residual
Disagree	26	40.0	-14.0
strongly disagree	34	40.0	-6.0
Undecided	27	40.0	-13.0
Agree	68	40.0	28.0
Strongly Agree	245	40.0	5.0
Total	400		

respondents return the questionnaires with their comments. Each questionnaire is improved in the light of their comments and suggestions. Questionnaires refine on the basis of responses of

respondent. That statement for which respondent ask for explanation, or they took more time to understand, revised. Those difficult words for which respondent ask for meaning are change with familiar and simple words.

**Table: Reliability Statistics**

Reliability Statistics	
Cronbach's Alpha	N of Items
.772	40

### Data Collection and Analysis

The information was gathered through poll. The analyst met 200 chose instructors to gather information on the subject of investigation of instructive open doors for extraordinary kids in AJK. During this procedure questions were disclosed in nearby language to make simple for the respondents. Anyway specialist took full care with the goal that questions may not lose their implications in this procedure. The analyst rehashed the inquiries and again to lessen the troubles of the respondents. The data collected through questionnaires and interviews have been analyzed by Statistical Packages for the Social Sciences (SPSS). Appropriate statistical techniques are used to see study of educational opportunities for special children on the basis of different indicators. The data which is collected through pre test and questionnaire first properly organized. Then through suitable technique and statistical test (e.g. t-test) data were be analysis. The conclusion draws with the help of data findings and suggestion given in the light of findings.

**Table No 1. It is possible to needs of special students in the regular education in classroom**

	Observed N	Expected N	Residual
Disagree	13	40.0	-27.0
strongly disagree	21	40.0	-19.0
Undecided	27	40.0	-13.0
Agree	178	40.0	38.0



Strongly Agree	161	40.0	21.0
Total	400		

In statement No 1. 13 respondents are disagree 21, strongly disagree 27 undecided, 178 respondents are agree and 161 respondents are strongly agree the expected N is 40 and most of the respondents are agree with statement that It is possible to needs of special students in the regular education in classroom. So the mean is 3.76 and S.D is 1.181, the minimum value is 1.00 and maximum value is 5.00.

In statement No 2. 26 respondents are disagree 34, strongly disagree 27 undecided, 68 respondents are agree and 245 respondents are strongly agree the expected N is 40 and most of the respondents are agree with statement that different strategies can be used to assist students with several disabilities in educational setting So the mean is 3.360 and S.D is 1.345, the minimum value is 1.00 and maximum value is 5.00.

**Table No 3. Special education fulfill the opportunities of children in your school**

	Observed N	Expected N	Residual
Disagree	36	40.0	-4.0
strongly disagree	40	40.0	.0
Undecided	37	40.0	-3.0
Agree	157	40.0	17.0
strongly agree	130	40.0	-10.0
Total	400		

In statement No 3. 36 respondents are disagree 40, strongly disagree 37 undecided, 157 respondents are agree and 130 respondents are strongly agree the expected N is 40 and most of the respondents are agree with statement that special education fulfill the opportunities of children in your school . So the mean is 3.025 and S.D is 1.346, the minimum value is 1.00 and maximum value is 5.00.

### FINDINGS

1 In statement No 1. 339 respondents are agreed with statement It is possible to meets the needs of special students in the regular education in classroom. So the mean is 3.76 and S.D is 1.181, the minimum value is 1.00 and maximum value is 5.00. the expected N is 40. So Most of the respondents are agree that It is possible to meets the needs of special students in the regular education in classroom

2 In statement No 2. 313 respondents are agreed and most of the respondents are agree with statement that different strategies can be used to assist students with several disabilities in educational setting So the mean is 3.360 and S.D is 1.345, the minimum value is 1.00 and maximum value is 5.00 the expected N is 40 so Most of the respondents are agree that different strategies can be used to assist students with several disabilities in educational setting

3 In statement No 3. 287 respondents are agreed with statement that special education fulfill the opportunities of children in your school . So the mean is 3.025 and S.D is 1.346, the minimum value is 1.00 and maximum value is 5.00 expected N is 40 so most of the respondents agreed that special education fulfill the opportunities of children in school





## DISCUSSION

According to my study the findings are given below 148 respondents agreed with statement that Do you think children with disabilities indicate the importance of several interrelated educational strategies. So the mean is 3.905 and S.D is 1.132, the minimum value is 1.00 and maximum value is 5.00. expected N is 40 most of the respondents yes we understand children with disabilities indicate the importance of several interrelated educational strategies and in interview some results are as under The first question by the researcher is that when teacher teach you on white board then how you do learn because you are blind students then the answer of the two respondents was that the teacher explains everything for us that is related to the lecture. The last two students answered that if we don't understand something during the lecture we ask the teachers after the lecture to solve our problems.

The second question by researcher is that what is main problem that you faced in the class room then the answer of the first two respondents is that the Braille book is the main issue that we are facing. The answer of the last two respondents is that we have to make Braille book with hands and that is very difficult and time consuming and this thing affects our study. I might want to pause for a moment to back up and let my perusers realize that I in certainty do bolster incorporation. Through talk with guardians, arranging with general training instructors, and documentation on the IEP, I have made a program that vigorously includes me "pushing-in" to the understudy's study hall. I have actualized a wide range of co-showing methods and observed them to be gainful for my understudies. All things considered, I might want to now share what I accept is "unique" about a custom curriculum study halls for those guardians saying something regarding their alternatives and what is best for their individual youngster. 111 respondents are agreed with statement that Have you used different strategies and techniques to help your students. So the mean is 3.415 and S.D is 1.212, the minimum value is 1.00 and maximum value is 5.00. expected N is 40 most of the respondents says that yes we have used different strategies and techniques to help your students.

## CONCLUSION


- 1 It is concluded that Most of the respondents are agree that It is possible to meets the needs of special students in the regular education in classroom.
- 2 It is concluded that Most of the respondents are agree that different strategies can be used to assist students with several disabilities in educational setting
- 3 It is concluded that so most of the respondents agree that reading comprehension important for special children's.
- 4 It is concluded that most of the respondents agree that reading comprehension important for special children's.
- 5 It is concluded that most of the respondents are agreed that curriculum need to change

## RECOMMENDATIONS

- Special schools of education may be used to improve language skills of children and to understand art of language at early childhood level.
- Teachers may use group activities and team work in students of special education system to improve their skills
- In special system of education teachers may use language exercises to improve children's language and other opportunities.
- Teaching through activities and role plays may be used in pre schooling years.

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