

EXPLORING HORIZONS OF GLOBAL TEACHER EDUCATION FOR CWSN

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Abstract: *Instructional strategies explored in this review are class-wide peer tutoring, direct instruction and the behavioural strategy of self-monitoring. The teaching model is known as co-teaching, a model which is becoming the norm in schools in southeast Michigan. It is hypothesized that concrete knowledge of research based instructional methods that can be used in co-teaching situations may reduce rates of teacher frustration and attrition, and will improve academic and behavioural performance of students in a variety of setting. Teaching strategic of child with special need is most essential in teacher education for inclusive education to develop our school education system. Teachers training institute in India for disability children have Bed (spl) Education course which is affiliated to RCI in India. There are six categories of disabilities for teacher education in inclusive education. Mental Retardation(M.R), visual impairment(V.I), orthopedically handicapped(O.H), autistic child(AU), Hearing impairment(H.I), Learning disabilities(L.I) are considered in this study. Here explain how to teach to varieties categories of children with special need to their extend current primary level for all round development. The main purpose of the study is to find out how to develop technique to teach for children with special need in secondary school going children in normal school through inclusive teacher education.*

Key words: *RCI, CWSN, Inclusive Education, Teaching Strategic, Learning Disabilities, Retardation, Behaviours, Horizons, Exploring etc.*

INTRODUCTION: Education is the backbone of our society; country as well as global abroad. Most of people said that society cannot development without well education. It can maintain well develop of various aspect of a country like-(growth GDP, economic, empowerment, socio-cultural activities, international brotherhood, maintain populations ratio etc. but most important things of this matters is education which is fully depend on teaching strategies of teacher in education. We know that there are two kind of education one is general education and another is special education. There are six categories of cwsn child found in our society, like-Mental Retardation(M.R), Visual Impairment (V.I), Learning Disability(L.D), Autistic Child(A.U), Hearing Impairment(H.I), Orthopedically Handicapped (O.H). Eighty percent of people with disabilities live in developing countries. If you are a school-aged child with a disability in one of those countries, you have a one in ten chance of going to school.

In Arsi Zone, Oromia Region, the statistics are even worse. Only 2.3% of children with disabilities are able to attend school. In some cases their community has no school at all. Where there are schools, the teachers

and facilities are not equipped to receive children with disabilities – there is a lack of specialized education, supplies and dedicated space.

Education is a key part of the assistance offered by Christian Horizons in communities in developing countries.

The impact is undeniable. Consider Muktar (pictured), for example. He was supported individually by Christian Horizons for eight years. Muktar is blind. His support enabled him to receive help with school necessities such as fees, uniform and access to materials in Braille. Were it not for Christian Horizons, Muktar would not have been able to attend school. Today, Muktar serves his country and community as a Crown Prosecutor at the Office of the Attorney General Ethiopia.

Christian Horizons launched its Special Needs Education program in Ethiopia in 2007 to help students like Muktar. Reports indicate that students who have Special Needs Education often outperform other students in high school. Christian Horizons Ethiopia has been able to help 331 teachers receive training in Special Needs Education and open 110 Special Needs Units (or Department, which may include multiple classes). As a result, 2,560 children with disabilities have been able to get an education.

It is generally accepted that the first recorded attempt in Ghana to provide education for children with disabilities was undertaken by missionaries in the year 1936 (Anthony & Kwadade, 2006, Avoke, 2001a). In 1964, parents of children with intellectual disabilities (ID) formed an association called the 'Society of Friends of the Mentally Retarded' whose extraordinary advocacy led to the establishment of the first 'home for the mentally handicapped' in 1966 (GES, 2005). The National Education Act (1961) saw the Ghanaian government assume responsibility for the education of children with disabilities (Anthony & Kwadade, 2006). This, coupled with increasing international influence led the 'home' to become the first "school for the mentally handicapped" in 1970 (Avoke, 2001a). The 1970-80's saw rapid growth in the number of segregated 'special schools' for the 'visually impaired' (VI), the 'hearing impaired' (HI), and the 'mentally disabled' (MD). Increasing national recognition of the need for additional education services led to the formation of the Special Education Division (SpEd) within the Ghana Education Service (GES) in 1985 (GES,

Governments across the world recognize the importance of providing an education to all children within an inclusive education system. Yet, despite great progress in getting more children into school over the past decade, children from disadvantaged backgrounds are likely to experience poor quality of education limiting chances of fulfilling their learning potential. Children who face multiple disadvantages related to disability, poverty, gender, caste, religion or where they live, are amongst those least likely to be learning.

The project aims to identify strategies to raise learning outcomes for all children, regardless of their background. It is widely recognized that teachers are central to a child's educational experience. Yet, in low income countries, disadvantaged learners often face poor quality teaching: many teachers are recruited without having a basic subject knowledge themselves, receive inadequate training with limited attention to strategies to support children from diverse backgrounds, and weak incentives and poor teacher governance can lead to low motivation and high levels of teacher absenteeism. The research will, therefore identify which aspects of teaching are most important for improving all children's learning, and so inform governments on the strategies needed to support children who face multiple disadvantages.

PURPOSE OF STUDY: the study may help to understand to develop teaching technique or how to teach to develop of teaching strategic for children with special need of exploring global teacher education.

STATEMENT OF THE PROBLEM: the research project is concerned with finding out the develop technique or teaching method for children with special need through exploring horizoing global teacher education.

LIMITATION OF THE STUDY:

- 1) time was not sufficient to include more subjects for this project.
- 2) Samples were only within area of ssm(Kolkata) in west Bengal.
- 3) Only low and no cost teaching learning material or equipment uses in this study.

DELIMITATION OF THE STUDY:

- 1) 100 cwsn students were selected for this study.
- 2) Age group of this study were 10-14 years.
- 3) The study was confined in various Schools in Kolkata district.
- 4) Only develop of teaching was measured in this subject.
- 5) Different type of classes of cwsn were considered in this study.

METHODOLOGY

The main purpose of the investigation was to find out how to teach or development of teaching method in children with special need through exploring horizon global teacher education.

This honors experience is one that I chose for the purpose of seeking a deeper understanding of effective teaching. Over the course of my honors studies I have reviewed topics which have given me a broader view of all students. One study examined the correlation between depression and television watching. Another project involved taking a deeper look into effective teaching of reading and comprehension strategies. The overall intent for these honors projects was to understand and teach students with academic and behavioral difficulties. The purpose for this final honors project was to add another level of understanding students with academic and behavior difficulties by learning about key research-validated strategies that can enhance the teaching of all students. It was also to turn that information into a booklet to share with other teachers at some point, in order to assist them in effectively teaching to ALL students. With the increase in the use of coteaching arrangements in schools, this booklet may be something that can be shared so that both general education and special education students may profit by the strategies the teachers will use. The method involved in this project involved conducting a literature review to summarize the key points of three strategies and one instructional style and then to present these findings in both an academic manner as well as in a more easily read document for teachers. Practical worksheets were designed and included in the Appendix to help teachers visualize the important steps and begin using these strategies.

Total 100 subjects were taken as the subjects. Among them 50 student were girls and 50 were boys for age group of 10-14 years old.

Six categories of cwsn were considered in different type student of classes in main stream education.

RESULT AND DISCUSSION

Working together is to deliver instruction within one classroom. The determination of who does the different jobs is decided by both the general and special education teachers in order to avoid appropriate rewards should be pre determined to provide positive reinforcement for success. Support and advice from special education teachers can help with proper design and implementation of self monitoring activities. It is often helpful for special education and general education teachers to work together. Co-teaching is also an option for regular and general education teachers who are willing to work together to use their talents in the classroom. Co- Teaching Overview. Co-teaching is a teaching model used to support inclusion of students with disabilities in general education settings. In this model, one general education teacher and one special education teacher share all instructional responsibilities within one single classroom. It can potentially bring the best of teacher tale. The special education teachers can identify unique learning needs of individual studets and enhance curriculum and instruction to match these needs (Zigmond&Magiera, 2001). There are three main objectives of co-teaching. The first is to include a wider range of instructional alternatives. Students who are taught using various teaching styles may better grasp information presented in the classroom. Second, co-teaching is intended to enhance participation of students with disabilities. Thirdly, it is intended to improve performance outcomes for special education students. In co-teaching, Bothteachers misunderstandings or conflicts about the role of each teacher. Researchers have emphasized that co-teachers should volunteer for this type of teaching assignments and that it should include planning time at least once a week. Proper distribution of responsibilities has been critical to having successful co-teaching outcomes (WaltherThomas, Bryant, & Land, 1996). Research findings. The Individuals with Disabilities Education Act (IDEA) mandated that special education teachers need to be highly qualified in core content areas (Council for Exceptional Children, 2008). Co-teaching is an option that can work without requiring that every special educator be certified in multiple core content areas. Co-teaching allows general education students to work with and better understand students with various ability levels. It provides opportunities for leadership and growth within the least restrictive environment and enhances a student's sense of responsibility (Dover, 1994). When teachers are able to combine their expertise in content knowledge, learning strategies, and classroom management, then more students can achieve to higher levels of proficiency (Friend and Hurley-Chamberlain, 2007). Research on the effectiveness of co-teaching is limited due to the newness of the delivery model (Zigmond, 2003). Researchers have found that co-teaching can aid in the social development of students with learning disabilities and can increase reading achievement of at-risk students and students with disabilities (Vaughn, Elbaum, Schumm, and Hughes, 1998). Students in a co-taught classroom benefit by having a second teacher who can assist with the learning of all students. Having a special educator in classrooms may help identify students specific learning needs. Co-teaching is most often used for assisting with the inclusion of students with mild mental retardation, behavior disorders, and learning disabilities. It has been used by all grade levels k-12, but is most recommended for elementary and middle school age classrooms (Zigmond&Magiera, 2001). It is at the discretion of the teachers which subjects might be taught using the co-teaching delivery model. Implementation of co-teaching. There are five common approaches to co-teaching. These approaches include parallel teaching, station teaching, alternative teaching, team teaching, and one teaching/ one drifting. These approaches could be used according to classroom demographics and situations as well as teacher preference. In parallel teaching,

teachers share the responsibilities of planning and instruction. The class is split into groups and the same information is taught to both groups, so both teachers need to be proficient in the content being taught. Content is the same, but teaching methods may be different. In station teaching, students rotate between both teachers, who repeat instruction using various methods of learning. Each teacher will work with every student. Planning and teaching responsibilities are shared. Alternative teaching suggests that the class is taught as a whole for parts of the lesson. Some students work in a small group for pre-teaching, enrichment, re-teaching, or other individualized instruction. This approach allows for highly individualized instruction to be offered. Teachers should be careful that the same students are not always pulled aside. When team teaching, teachers work as a team to introduce new content, work on developing skills, clarify information, and facilitate learning and classroom management. This requires the most mutual trust and respect between teachers and requires that they be able to mesh their teaching styles. Finally there is one teaching/one drifting. One teacher plans and instructs, while at the same time the other teacher provides adaptations and additional support as needed. This method requires little joint planning, but should be used sparingly due to student distraction and uneven participation from both teachers. When using co-teaching, teachers should consider students' grade level, ability level, significance of disabilities represented, climate of the educational setting, and administrative support. It is important to consider the appropriate scenarios and handouts to instructional settings, modification of activities, support activities, and assistive technologies. An example organizational chart for determining responsibilities is displayed in Appendix B.1 & B.2. Responsibilities are defined and displayed so that both teachers understand their role and conflicts are avoided. Quick guide for co-teaching approaches. The following guide is designed for teachers to view an easy interpretation of the similarities and differences in co-teaching approaches. Parallel teaching: 1. Divide students into two small groups. Groups may be formed strategically by student needs. 2. Teacher 1 and 2 teach all objectives to their own group. 3. There is an opportunity for students to participate in small group or class discussions. Station teaching: 1. Divide students into two groups. 2. Each teacher plans and teaches information at each station. 3. Students rotate between teachers. Alternative teaching: 1. Teachers plan instruction together. 2. General education teacher instructs the large group. 3. Special education teacher takes students who need additional help or accommodations. Team teaching: 1. Teachers plan instruction and present together. 2. Teachers work together to ensure appropriate and effective learning. One teaching/one drifting: 1. One teacher designs and presents the lesson. 2. The second teacher tours the classroom, providing support by answering questions, re-explaining key concepts, and assisting with behavior management. All strategies and the teaching model can be used as a single tool for improving student success in the classroom, or they can be used in combination with other strategies. This review provides a foundation for teachers. Further research and training opportunities are always beneficial to the professional development of educators.

Sample Direct Instruction Lesson Objective: Students will be able to repeat the rule "Raise your hand before talking" and be able identify two examples and two non-examples with 100% accuracy. Rationale: "Raising you hand before talking is very important in the classroom. It allows all students to have a chance to answer questions being asked. Now we are going to practice appropriate responses when questions are asked." Lesson: Teacher: "The appropriate response for answering a question is to raise your hand before talking. What is the correct way to answer a question? Get ready." Signal Class response: "Raise your hand before talking" Teacher: "Excellent. What is the right way to answer a question? Get ready." Signal Class response: "Raise your hand before talking." Teacher: "Good. Now we are going to practice some times that people do and do not raise their hand before talking. Class, am I raising my hand before talking when sit quietly in my seat with my hand raised in the air? Get ready." Signal Class response: "Yes." Teacher: "Good. Am I raising my hand before talking when I jump up and down saying "ooh, ooh, ooh, pick me, pick me"? Get ready." Signal Class response: "No." Teacher: "Good listening. Am I raising my hands before talking when I am

sitting on the group carpet, staring at the teacher, and holding my hand in the air? Get ready.” Signal Class response: “Yes.” Teacher: “Yes. How about if I am clapping to get the teacher attention? Get ready.” Signal Class response: “No.” Teacher: “Your turn, can someone tell me a time when they raised their hand before talking? (Take two responses and briefly discuss.) Teacher: “Great job, everyone. I am going to act out a few situations and ask you each time: Am I raising my hand before talking?” (Possible ask for student helpers, act out 2 examples and 2 non-examples, and a response from the class each time.) Teacher: “Great job everyone! Remember, raise your hand before talking, even when answering a question that was asked.” This lesson is adapted from Kostewicz, Ruhl, and Kubina, 2008. Chapter 3 Self-Monitoring What is Self-Monitoring? Self-monitoring is a strategy that can be used to increase on-task behavior of students by encouraging them to monitor their own behavior. Why would I use it? Self-monitoring interventions equip students to recognize and keep track of their own behavior. When teachers are able to properly implement self-monitoring strategies, student performance rates increase significantly. Eighty percent of students with ADHD exhibit academic performance problems due to their lack of self-monitoring ability. How does it work? It encourages independent functioning, which allow individuals with disabilities to rely less on prompts from teachers. Students keep track of their own behaviour, while teachers monitor progress and provide reinforcements. So what should I do? 1. Identify the specific behaviour 2. Conference with the student 3. Collect baseline data 4. Teach a replacementbehaviour 5. Select or design a self-monitoring chart (A.13-A.15) 6. Teach the student to use the system 7. Fade the role of the adult in the intervention 8. Reinforce positive behaviour 9. Monitor the students’ progress (A.11& A.12) 10. Teach Maintenance

Figure 5: Example self-monitoring chart. Name: _____ Date: _____

Goal: To work quietly for 10 minutes per subject Subject Color in 1 box per minute 1. Math 1 2 3 4 5 6 7 8 9 10 2. Science 1 2 3 4 5 6 7 8 9 10 this chart is set up for the teacher to determine a specific 10 minute window of self-monitoring. The teacher informs the student of a start time and a stop time in which students are challenged to work quietly. For this time period the students’ job is to work quietly. If the student uses an inappropriate behaviour during that period, the teacher simply walks to the students’ desk and crosses off one box. At then end of the ten minutes the student is allowed to color in boxes that are un-marked by the teacher. Appropriate rewards should be pre determined to promise positive reinforcement for success. Appendix A.11 Target Behaviour Scatter Plot Target behaviour: Student gets out of seat out raising his/her hand. Target Time Monday Tuesday Wednesda y Thursday Friday 9:00-9:15 9:15-9:30 9:30-9:45 9:45-10:00 10:00- 10:15 *Place a tally mark in the appropriate section immediately following selected target behavior.

Teachers must be equipped with the skills that are necessary for improved student achievement in order to successfully teach and accommodate the needs of all children. Classrooms are intended to be positive, supportive environments where there is a deep understanding of students social, emotional, and physical well being. And it is important to recognize, nurture, and strengthen the talents found in each student. Teachers who are trained to use various evidence-based teaching methods, both instructional and behavioral, are better prepared to educate in these diverse learning environments and will naturally excel as an educator (Baker, 2005). Understanding and using specific strategies will allow teachers to improve student achievement levels, provide a wider range of instructional alternatives, and promote diversified learning methods for any degree of student ability. It is a teacher’s awareness of the various tools and resources that builds a bridge across educational achievement gaps. Becoming experts on these useful strategies is a concrete way to ensure that “all students have a better chance to learn, excel, and live out their dreams”.

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