

**SOCIAL WORK PERSPECTIVE ON INCLUSIVE EDUCATION FOR CHILDREN WITH
SPECIAL NEEDS**

Dr. J. GODWIN PREM SINGH

Principal Investigator UGC (MRP)

Bishop Heber College (Autonomous)

Post Box No. 615 , Tiruchirappalli- 620 017

Tamilnadu, India

ABSTRACT

Inclusion in education is a process of enabling all children (Children with Special needs) to learn and participate effectively within the mainstream school systems. The process of inclusion contributes to the academic development and social and economic welfare of the differently abled children and their families, enabling them to reach their potential and flourish. The present study was conducted to find out the positive influence of inclusive education on children with special needs and to identify the problems encountered by children in the inclusive classroom in Tiruchirappalli District. The sample taken for analysis consisted of 300 children with special needs through stratified proportionate random sampling method. Hence, for this research descriptive design has been adopted. It was concluded that a majority (74.66 percent) of the children with special needs experienced that several advantages they received after joining in inclusive school such as enhancing self-confidence, motivation to compete with other normal children, good and affectionate peer support--all these reduce the inferiority complex among the differently abled children. Likewise more than half of the students with special needs had a higher level of study habit, classroom climate, motivation, Psycho-social functioning and attitude towards inclusive education. However, one-third of the respondents had a low level of perception of the above mentioned variables, due to heavy workload for teachers, heavy individual differences, large class size, and lack of support from the school administration and lack of resources. The social work intervention is highly essential for those who had a low level of perception of these variables. The researcher suggests appropriate social work methods, such as individual intervention, group intervention and community intervention for solving children problems and to make the inclusive classroom more appropriate to children with special needs. All the teachers need to be prepared to teach in inclusive setting, meeting the needs of all students through proper in-service training programme for them. The researcher too found out that collaborative teaching method is the best approach to inclusive education and all children can enroll in the mainstream education so that we will achieve Education for All.

Keywords: *Inclusive Education, Study Habit, Classroom Climate, Psycho-Social Functioning and Attitude towards Inclusive Education.*

Introduction

The children are the future. It is only by providing good education to them that they can shape their future and the destiny of the nation as well. This ultimate goal cannot be achieved if a special section of children are kept out of the umbrella of education. Education of the differently abled children never received consideration and special efforts by government and non-government agencies in the past as in the present day. The attitude of the community in general and that of parents in particular towards the education of these children have undergone change with the development of society and civilization. It is now realized that a differently abled child is not a different kind of a person, but is a child with special needs. Like all other members of the society, these children must have the same rights to education, work and full participation in the society. It is also recognized that children, particularly those with mild to moderate degree of impairment and the children with special needs can be educated along with their non-disabled peers in general schools with extra concentration (Stubbs, 2002).

Inclusive education is the outcome of significant modification in strategies related to the planning and delivery of services to the special children. The significant modifications that have been brought out include from Protection to emancipation, from wardship to independence, from restriction to expansion, from separation to integration, from exclusion to inclusion". Inclusion therefore is the process of bringing children with special needs into the general classroom for their education, by increasing their participation in all the cultural activities, curricular / co-curricular and within the communities. Inclusive education is concerned with reducing all pressures on the basis of disability, gender, class, family structure and life style. The emerging trend is to open the doors for the disabled children to get education on par with the non-disabled. Though there are children who can be helped in special schools or in integrated education programmes whichever is feasible, certainly Sarva Shiksha Abhiyan (SSA) is one of the best solutions for a country like ours. Sarva Shiksha Abhiyan (SSA) is a massive attempt of the Government of India and the state governments to address the objectives made in the Dakar Frame work For Action, implemented in the year 2002. As achieving education for all without the inclusion of children with special needs is not a reality, the SSA scheme has made special provisions for serving these children. In the special school concept, the special education component is APART from the general education system, whereas in integrated approach, it is a PART of the general education. Inclusive education goes one step further in this approach the inclusive education is an INTEGRAL PART of the general education system (Pranti, 2003).

The survey points out that the significant numbers of differently abled children and youth are largely excluded from educational opportunities for primary and secondary schooling. The usefulness of categorical classifications of disability is being questioned in terms of cost-effectiveness and the ability to identify needed services. In order to understand exclusion and strategies for working toward inclusion, it is necessary to examine research on policy and practice at the micro-level (schools and communities), at the meso-level

(educational systems and external agency support services), and at the macro-level (national/international policy and national legislation) (Kundw, 2000).

Hence the researcher wants to know the reasons for the low percentage of student's entry into primary education. It is assumed that the problem may be with students or in the teaching community or with the educational system itself. The report acknowledges that problems of gender, regional, sectional and caste disparities continue to plague India's progress in the goal of "Universalization of Elementary Education". A significant proportion of students continue to dropout due to socio-economic and cultural factors. Shortage of teachers and unsatisfactory quality of education provided and lack of adequate infrastructure may be other reasons. The researcher focussed his study on the students' academic domain (study habit, and classroom climate), adjustment problems, multi dimensional achievement motivation and attitude towards inclusive education among children with special needs. This study would be helpful to the educational institutions which become the beneficiaries of SSA programme of the government of India and Nodel Agencies (NGO's) which are associated with inclusive education programme.

Objectives

- 1) To portray the level of classroom climate, Study habit, adjustment problems and achievement motivation among the children with special needs.
- 2) To identify the level of attitude towards inclusive education among the children with special needs.

Methods and Materials

The universe of the present study includes all the 191 Government primary schools in 15 blocks of Tiruchirappalli District. From this sampling frame, the researcher selected 4 schools from each block using stratified proportionate random sampling method. 689 children with special needs are studying 15 blocks of Tiruchirappalli District. The sample taken for analysis consisted of 300 children with special needs five children with special needs were selected from each school through stratified proportionate random sampling method. It provides a generalized picture of effects of inclusive education among children with special needs in Tiruchirappalli district. Thus, the study describes the existing status of the children with regard to the above said variables, the present study is descriptive in nature and hence descriptive design has been established. For collecting primary data the researcher used structured interview schedule and six standardized scales--Classroom Climates Inventory, Study Habits Inventory, Adjustment Problems Inventory, Multi Dimensional Motivation Inventory and Attitude towards Inclusive Education (AITE) among students. The structured interview schedule was used to collect data from the children with special needs in all the fifteen blocks of Tiruchirappalli district.

Results and Discussion

Table No: 1

Distribution of the respondents by their attitude towards inclusive education

Item No.	Statement of Attitude towards inclusive education	No. of Respondents & Percentage (n = 300)		Mean	SD
		Yes	No		
	Positive attitude				
2.	Children with special needs are getting the equal educational opportunity like the normal children in the classroom.	289 (96.3%)	11 (3.7%)	1.9633	0.1883
1.	Children with special needs are getting the same type of social acceptance as the normal children.	286 (95.3%)	14 (4.7%)	1.9533	0.2113
17.	They can learn as efficiently as the normal children.	281 (93.7%)	19 (6.3%)	1.9367	0.2440
3.	Healthy relationship between the two groups of children in an inclusive system only.	276 (92%)	24 (8%)	1.9200	0.2717
4.	Inclusive education can improve the academic performance of the children with special needs.	224 (74.7%)	76 (25.3%)	1.9133	0.2756
9.	Modified furniture to provide comfort to the children with disability is very essential in a regular classroom.	273 (91%)	27 (9%)	1.9100	0.2867
5.	Children with special needs are able to lead a free and independent life.	267 (89%)	33 (11%)	1.8900	0.3134
8.	Children with special needs have specific difficulties of learning; therefore some special training materials should be used in regular classroom situation.	266 (88.7%)	34 (11.3%)	1.8867	0.3175
12.	Special need children should be provided with necessary apparatus like wheelchairs, artificial limb etc., which will help them in movement and communication with the people in the community.	262 (87.3%)	38 (12.7%)	1.8733	0.3332
16.	The children with special needs are no way inferior to the normal children in intellectual pursuits.	258 (86%)	42 (14%)	1.8600	0.3476

(Table No: 1 continued....)

Item No.	Statement of Attitude towards inclusive education	No. of Respondents & Percentage (n = 300)		Mean	SD
		Yes	No		
	Positive attitude				
11.	The physical therapists should take care to enable the special need child to develop their ability for free movement.	257 (85.7%)	43 (14.3%)	1.8567	0.3510
	Uncertain				
6.	Special needs children do not have any impairment of intellectual functioning, they do not need any specialized teaching methods, and they can be placed in a general classroom.	251 (83.7%)	49 (16.3%)	1.8367	0.3703
13.	Integrated education is a practical solution to the problem of segregation of special need children.	249 (83%)	51 (17%)	1.8300	0.3763
14.	Integrated education provides the least restrictive and the most effective environment to special need children so that they may grow and develop like other children.	244 (81.3%)	56 (18.7%)	1.8133	0.3903
15.	Integrated education is a viable approach to attain the goals of universalization of elementary education by providing equality of educational and developmental opportunities to the children with special needs.	222 (74%)	78 (26%)	1.7400	0.4394
7.	Curriculum revision is not essential for children with special needs.	216 (72%)	84 (28%)	1.7200	0.4497
	Negative attitude				
18.	Behavioural problem students are not able to place in general education.	209 (69.7%)	91 (30.3%)	1.3033	0.4605
10.	The children with disability are less well accepted than normal children in an integrated class, as a result of which these children face many psychological problems.	240 (80%)	60 (20%)	1.2000	0.4007

Negative attitude (Mean score 1.00 – 1.60), Uncertain (Mean score 1.61 – 1.84), Positive attitude (Mean score 1.85 – 2.00)

Table 1 was constructed using the cut-off points described above for categorizing positive, uncertain, negative beliefs and attitudes of students towards inclusive education. The mean responses from the questionnaire are presented in rank order, from the most positive to the most negative. The children with varying degrees of disability had been asked to record the extent of their agreement or disagreement with the statements and with four basic principles of integration philosophy. All the items are arranged in a descending order based on its mean score. The results summarized in Table 4.17 indicate that children with special needs are getting equal opportunity in the classroom (Mean: 1.96, SD 0.18). Special needs children who do not have any impairment of intellectual functioning do not need any specialized teaching methods and they can be placed in a general classroom (Mean: 1.86 SD 0.37). Item 2 shows that 96.3 percent of respondents agreed that children with special needs are getting the same opportunity as the normal children in the classroom (Mean score: 1.96, SD: 0.18). For item 1, 17, 3, 4, 9, 5, 8, 12, 16 & 11, a majority of the respondents agree that Children with special needs are getting the same type of social acceptance as the normal children (Mean score: 1.95, SD: 0.21, 95.3 percent); they can learn as efficiently as the normal children (Mean score: 1.93, SD: 0.24, 93.7 percent); healthy relationship exists between the two groups of children (Mean score: 1.92, SD: 0.27, 92 percent); inclusive education can improve the academic performance of the children with special needs (Mean score: 1.91, SD: 0.27, 74.7 percent); modified furniture to provide comfort to the children with special needs is essential (Mean score: 1.91, SD: 0.28, 91 percent); Children with special needs are able to lead a free and independent life (Mean score: 1.89, SD: 0.31, 89 percent) children with special needs have specific difficulties of learning; therefore some special training materials should be used (Mean score: 1.88, SD: 0.31, 88.7 percent); Special need children should be provided with necessary apparatus like wheelchairs, artificial limb etc., which will help them in movement and communication with the people in the community (Mean score: 1.87, SD: 0.31, 87.3 percent); The children with special needs are in no way inferior to the normal children in intellectual pursuits (Mean score: 1.86, SD: 0.34, 87.3 percent) and the physical therapists should take care to enable the special need child to develop the ability for free movement (Mean score: 1.85, SD: 0.35, 85.7 percent). Studies by Lynas, (1996), Cornell, (1997) and Jamieson, et al., (2002) recorded similar findings.

Nevertheless, items 6, 13, 14, 15 & 7 show that special needs children who do not have any impairment of intellectual functioning do not need any specialized teaching methods and they can be placed in a general classroom (Mean score: 1.83, SD: 0.37, 83.7 percent); Integrated education is a practical solution to the problem of segregation (Mean score: 1.83, SD: 0.37, 83 percent); Integrated education provides the least restrictive and most effective environment to special needs children so that they may grow and develop like other children (Mean score: 1.81, SD: 0.39, 81.3 percent); Integrated education is a viable approach to attain the goals of universalization of elementary education by providing equality of educational and developmental opportunities to the children with special needs (Mean score: 1.74, SD: 0.43, 74 percent) and Curriculum revision is not essential for children with special needs (Mean score: 1.72, SD: 0.44, 72 percent). Furthermore, according to items 18 & 10, a majority of the respondents agree that behavioural problem students are not to be placed in general education (Mean score: 1.30, SD: 0.46, 69.7 percent) and the children with special needs are less well accepted than normal children as a result of which these children face many psychological problems (Mean score: 1.20, SD: 0.40, 80 percent). Similar findings were recorded in

the studies by Rudolf and Heredia, (2007); Harinath, (2008); Soni, (2001) and Jamieson, et al., (2002). While one-fourth of the special need children are segregated in the classroom even in an integrated set-up, the special need children get maximum co-operation from normal children in studies and extra-curricular activities. Furthermore, a majority of the parents have listed a number of benefits/improvements in the behaviour of their children at school, home and social life after being part of IEDC (Reiter, et al., 2008 and Gillier & Shackley, 2001).

Table No: 2**Distribution of the respondents by overall attitude towards inclusive education perceived by CWSN**

S. No.	Overall Attitude Towards Inclusive Education	No. of Respondents (n = 300)	Percentage
1	Negative	56	18.7
	Positive	244	81.3

Table 2 explains that a majority (81.3 percent) of the respondents had satisfaction with inclusive education. The remaining pupils were not happy with classroom environment, non-acceptance of peer in the inclusive classroom and teachers' negative criticism about their disability. Gottlieb, (2003) argued that younger normal children accepted children with special needs better than older students. Rich, et al., (2004) also argued that special need pupils, who had been integrated, were happy with inclusive practice, policy and principle, but they were dissatisfied with their mainstream teachers' attitude and approach. Integrated children with special needs were rejected by normal male pupils, but not by normal female students Frith and Mitchell, (2004) and Scholl, (2006) found out that attitude towards the differently, including those with visual impaired, tend to be negative children with other types of special needs had significantly more positive attitude towards inclusive education.

Issues related to curriculum (perception of students, teachers and students mothers) In the case study is one important issue that emerged concerned the way the children of the unit were integrated into mainstream classes. In this discussion with children with special needs and teachers it came out that the school and the teachers did not have a particular policy or a programme for differentiating the curriculum or their teaching methods. A majority (four out of six) of the students experienced that teachers did not follow any demonstration method teaching, the content of curriculum was not suitable for them and teachers did not have adequate knowledge to handle children with special needs. According to the teachers, whatever they did was done incidentally according to the initiative of each teacher, without organisation and planning and without collaboration between mainstream teachers and special teacher. Teachers often aimed their lessons at the 'average' student in a class and did not modify the curriculum for students with special needs. All the parents (Six students' mothers) who participated in the case studies indicated a need for curriculum modification as per the need of children with special needs. They expressed the need to give appropriate pedagogy for children with special needs. All the parents felt that teachers should prepare appropriate teaching aids.

School ethos and attitude towards school (students' and teachers' perception)

A positive school ethos has contributed significantly to the success of inclusion programs. Five out of six students (R. Karthik, L. Marry, A. Bharathi, P. Rajeshkumar and S. Uma maheswari) indicated that inclusive school was more appropriate for their improvement in academic, psychological and social fields. Government Elementary Schools at Woriyur, Somarasam patti, Senthaneer puram, Manikandam and Vayalur had good school ethos of acceptance of diversity and care for one another. Another one government school at Keela Mangalam (Gandhi market) didn't have this school ethos and attitude. This school stated that the school ethos and attitude were low. He was not happy with relationship with classmates and teachers'. The school system was not satisfactory. All the teachers felt that they didn't enjoy inclusive school, because of limited time, lack of resources and lack of knowledge of various characteristics of children with special needs. This is the main reason for general teachers not willing to have inclusion in their classroom. They also felt that structural limitations of primary school schedules and pragmatic factors such as limited time, fear about pedagogy, teachers-students relationship, examination fear, peer teasing, existing rules and regulations, and insufficient institutional support, which, interfere with teachers' work. These factors may pose the greatest barriers to collaboration and the successful implementation of inclusion at the school level.

Table No: 3

Association between the standard of the respondents and overall attitude towards inclusive education

S. No	Standard	Attitude towards IE		Statistical Inference
		Negative	Positive	
		n: 56	n: 244	
1.	6 th	12	73	$X^2 = 6.093$ $df = 2$
2.	7 th	18	62	$P < 0.05$
3.	8 th	26	109	Significant

Table 3 shows that there is a significant association between the standard of the respondents and overall attitude towards inclusive education ($X^2 = 6.093$, $P < 0.05$). It means that standard has influenced the students' attitude towards inclusive education. It was concluded from the table that 8th standard students had a positive attitude towards inclusive education (44.6 percent).

Table No: 4

Association between the nature of disability of the respondents and overall attitude towards inclusive education

S. No	Nature of disability	Attitude Towards IE		Statistical Inference
		Negative	Positive	
		n: 56	n: 244	
1.	Low Vision	9	17	$X^2 = 9.553$ $df = 4$ $P < 0.05$ Significant
2.	Hearing Impaired	15	23	
3.	Physically Impaired	06	136	
4.	Mentally Retarded (Mild)	17	18	
5.	Learning disability	09	50	

Table 4 shows that there is a significant association between the nature of disability of the respondents and overall attitude towards inclusive education ($X^2 = 9.553, P < 0.05$). It means that nature of disability has influenced the students' attitude towards inclusive education. It was concluded from the table that those who physically impaired had a positive attitude towards inclusive education (55.7 percent).

Table No: 5

'Z' Test between the gender of the respondents and selected groups of dimensions perceived by CWSN

S. No	Gender	Sample size (n: 300)	\bar{X}	S.D.	Statistical Inference
1.	School environment				$Z = 1.330$ $P > 0.05$ Not Significant
	Male	162	7.07	2.765	
	Female	138	8.97	2.626	
2.	Fellow's relationship				$Z = 1.363$ $P > 0.05$ Not Significant
	Male	162	25.29	3.335	
	Female	138	25.15	3.398	
3.	Parents attitude towards School				$Z = 1.720$ $P > 0.05$ Not Significant
	Male	162	12.20	2.787	
	Female	138	13.97	2.695	
4.	Family adjustment				$Z = 3.165$ $P < 0.01$ Significant
	Male	162	6.82	1.993	
	Female	138	7.79	1.459	
5.	Educational adjustment				$Z = 1.038$ $P > 0.05$ Not Significant
	Male	162	7.57	2.003	
	Female	138	7.57	1.982	
6.	Emotional adjustment				$Z = 2.921$ $P < 0.05$ Significant
	Male	162	5.86	3.220	
	Female	138	6.20	3.121	
7.	Academic self-concept				$Z = 2.907$ $P < 0.01$ Significant
	Male	162	32.65	3.955	
	Female	138	33.54	3.037	

8.	Achievement motivation				Z = 2.399
	Male	162	32.70	3.865	P<0.05
	Female	138	33.30	3.636	Signifiant
9.	Social self-concept				Z = 1.231
	Male	162	25.61	2.844	P>0.05
	Female	138	25.16	2.948	Not Significant
10.	Protection				Z = 2.428
	Male	162	48.90	3.828	P<0.05
	Female	138	49.12	3.616	Signifiant
11.	Rejection				Z = 2.972
	Male	162	42.20	3.368	P<0.01
	Female	138	43.59	3.249	Signifiant
12.	Love & affection				Z = 3.344
	Male	162	60.83	4.935	P<0.01
	Female	138	58.03	5.211	Signifiant
13.	Students' attitude towards IE				Z = 2.226
	Male	162	29.72	2.123	P<0.05
	Female	138	31.78	2.011	Signifiant

It is clear from Table 5 that there is a significant difference between the gender of the respondents and selected group of variables, such as family adjustment ($t= 3.165, P<0.01$), emotional adjustment ($t= 2.921, P<0.05$), academic self-concept ($t=2.907, P<0.01$), achievement motivation ($t= 2.399, P<0.05$), protection ($t= 2.428, P<0.05$), rejection ($t= 2.972, P<0.01$), love & affection ($t= 3.344, P<0.01$) and students attitude towards inclusive education ($t= 2.226, P<0.05$). Soni (2001) found out that younger (11-13 year) and older (14-16 year) pupils have different attitude towards integration. Students of 14-16 years had a positive attitude, but those of 11-13 years had a negative attitude toward integration; girls had a more favourable attitude towards inclusive education than boys. However, there is no significant difference between the gender of the respondents and selected group of variables such as school environment, fellow sstudents' relationship, parents' attitude towards school, educational adjustment and social self-concept. The table proves that gender has influenced the children's perception of various selected groups of dimensions.

The mean score indicates that girls had a more favourable perception of group variables like family adjustment ($\bar{X} = 7.79$), emotional adjustment ($\bar{X} = 6.20$), academic self-concept ($\bar{X} = 33.54$), achievement motivation ($\bar{X} = 33.30$), protection ($\bar{X} = 49.12$), rejection ($\bar{X} = 43.59$) and students attitude towards inclusive education ($\bar{X} = 31.78$). The results of recent studies (Cambra and Silvestre, 2003) indicate significant differences between the integrated students (students with hearing impairments, physical impairment and learning disabilities) and their counterparts in the achievement motivation and academic dimensions, which is higher for children with special needs but the differences in social self-concept dimension are not statistically significant. For parent-child relationship, male children perceived that they had received more love & affection from their parents ($\bar{X} = 60.83$) than female children. Because the gender differentiation also exists among children with

special needs. Kelly and Colangelo, (2005) stated that academic ability would be positively related to both academic and social self-concepts. They also reported that differently abled children held significantly higher academic self-concept and achievement motivation compared to non-disabled.

Table No: 6

INTERCORRELATION MATRIX

	School Environment	Fellow's Relationship	Parents attitude towards School	Family Adjustment	Educational Adjustment	Emotional Adjustment	Academic Self-Concept	Achievement Motivation	Social Self-Concept	Protection	Rejection	Love & Affection	Students attitude towards IE
School Environment	1.000												
Fellow's Relationship	0.237**	1.000											
Parents attitude towards School	0.121	0.067	1.000										
Family Adjustment	-0.102	-0.015	0.035	1.000									
Educational Adjustment	0.137*	0.073	0.061	0.342**	1.000								
Emotional Adjustment	0.272**	0.112*	-0.073	0.136*	0.123*	1.000							
Academic Self-Concept	0.272**	-0.112	-0.073	-0.036	0.123*	0.054	1.000						
Achievement Motivation	0.186**	0.002	0.088	0.112	0.240**	0.288**	0.288**	1.000					
Social Self-Concept	-0.018	-0.052	-0.026	0.006	0.074	0.392**	0.392**	0.175**	1.000				
Protection	-0.020	0.107	0.003	0.166*	0.079	-0.007	0.217**	0.154*	-0.092	1.000			
Rejection	0.062	-0.214**	-0.018	-0.283**	-0.189**	-0.247**	-0.247**	-0.014	0.097	-0.086	1.000		
Love & Affection	0.033	0.137*	0.340	0.232**	0.159*	-0.042	-0.042	-0.008	-0.085	0.595**	-0.293**	1.000	
Students attitude towards IE	0.145*	-0.019	0.069	-0.042	0.120*	0.152**	0.152**	0.163*	0.142*	0.019	0.124	0.070	1.000

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table 6 reveals that intercorrelation between the selected groups of dimensions shows that there is a significant positive relationship between the fellow students' relationship and school environment, educational adjustment and school environment, educational adjustment and family adjustment, emotional adjustment and school environment, emotional adjustment and fellow students' relationship, emotional adjustment and family adjustment, emotional adjustment and educational adjustment, academic self-concept and school environment, academic self-concept and educational adjustment, achievement motivation and school environment, achievement motivation and educational adjustment, achievement motivation and emotional adjustment, achievement motivation and academic self-concept, social self-concept and emotional adjustment, social self-concept and achievement motivation, social self-concept and achieve motivation, protection and family adjustment, protection and academic self-concept, protection and achievement motivation, love & affection and fellow students' relationship, love & affection and family adjustment, love & affection and educational adjustment, love & affection and protection, students' attitude towards inclusive education and educational adjustment, students' attitude towards inclusive education and emotional adjustment, students' attitude towards inclusive education and academic self-concept, students' attitude towards inclusive education and school environment, students' attitude towards inclusive education and achievement motivation and students' attitude towards inclusive education and social self-concept.

However, there is a significant negative relationship between the rejection and fellow students' relationship, rejection and family adjustment, rejection and educational adjustment, rejection and emotional adjustment, rejection and academic self-concept and love & affection and rejection. The present investigation confirms the findings of the studies by Marsh and Harbert, (1992) and Singh, (2008) who have reported a high correlation between the academic self-concept and academic achievement. It was also reported that self-concept and academic achievement relations were very specific to particular school subjects. The findings indicate that components of academic self-concepts are more differentiated than are achievement scores and those relations between the academic self-concept and academic achievements are more content specific.

Social Work Interventions

The present study was conducted to find out positive influence of inclusive education on children with special needs and to identify the problems encounter by children in the inclusive classroom at Tiruchirappalli district. The findings were concluded that more than half of the students with special needs had a higher level of study habit, classroom climate, motivation and attitude towards inclusive education. The social intervention is highly essential for those who had low level of perception on these variables. The researcher suggests appropriate social work methods, such as individual intervention, group intervention and community intervention is an essential for solving children problem and make the inclusive classroom is more appropriate to them. The researcher also suggests the following interventions to children. These are:

- ✧ Identification of the children with special needs in the classroom.
- ✧ Referring the identified to the experts for further examination and treatment.
- ✧ Developing positive attitude between normal children and children with special needs.
- ✧ Enabling the children with special needs to avail themselves of the facilities provided for them under IED scheme.

- * Involving the children with special needs in almost all the activities of the classroom and school and providing scope for cooperative learning among differently abled and normal children through 'play park method'.
- * Parental guidance and counselling and public awareness programme through school activities.
- * Conducting case studies and action research related to the specific problem of children with special needs.
- * Nurturing the talent among children with special needs.
- * Construction of achievement and diagnostic tool.

Conclusion

As education enters the new millennium, the increasing complexity of societal factors such as technological innovations and socio-cultural diversity requires ongoing research to determine the most effective educational contexts and strategies for all students. Evidence continues to mount in support of the positive effects of inclusive education for students both with and without disabilities. Social benefits of inclusion for students with developmental disabilities have been found to include the development of improved communication skills, friendship networks, and parent and community attitudes. At the same time, typical students have been shown to benefit from opportunities to interact with students with developmental disabilities. Thus, it seems clear from the research to date that inclusive educational practices provide a context within which the social-emotional development of students in elementary school classrooms is likely to be enhanced. The teachers need to use a variety of instructional approaches towards meeting individual student needs and learning styles. It is very important to focus on teachers' attitudes in order to implement reform recommendations. It is more important however to examine reasons and factors behind such attitudes if we wish to change them. Lastly, it is not advisable for school systems to view mainstream classrooms as the least restrictive environments for all students. Rather inclusion should be based on each student's individual needs and adequate in-service training designed to prepare teachers for working with students with special need. Addressing the areas of needs identified in this study would help mainstream teachers accept and implement inclusive programme successfully.

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