



ATTITUDES TOWARDS CHILDREN WITH SPECIAL EDUCATION SERVICES THROUGH TRAINING PROGRAM

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ABSTRACT

Knowledge is a familiarity, understanding, or comprehension of a person or item, including facts, information, descriptions, or talents. Knowledge may be acquired by observation, discovery, or study. Information can also be knowledge. Through the process of increasing their level of awareness, parents are able to transform themselves from passive recipients into active participants. Within the context of an all-encompassing support system, the social, emotional, and intellectual requirements of the child are simultaneously addressed. It is essential to continue providing funds for training programs that are geared towards parents, notwithstanding the significant progress that has been made. The second component is the emotional component, which is comprised of the sentiments that teachers have toward the attitude object (in this example, the instructors' feelings for students who have special education and the instruction that they get in their classrooms). The last component is the behavioral component, which refers to the inclination to behave in a certain manner toward the attitude object. In this particular instance, the attitude object is the instructors' view on how to connect with pupils who have special needs.

Keywords: Attitudes , Special , Education , Training, Program

INTRODUCTION

Knowledge is a familiarity, understanding, or comprehension of a person or item, including facts, information, descriptions, or talents. Knowledge may be acquired by observation, discovery, or study. Information can also be knowledge. It's possible that this word is referring to either a theoretical or practical understanding of the subject matter. It is possible for the amount of formality and structure to vary; some types of knowledge are implicit, such as practical ability, while others are explicit, such as theoretical grasp of a subject matter.

Knowledge about Children with Special Education Needs and Inclusive Education

The amount of information that general education teachers learn about inclusive education and students with special needs, as well as the quality of that information, is contingent upon a number of factors. These factors include the information that they receive during their teacher preparation programs, their personal experiences with students with special needs, whether those experiences occurred in their personal lives or while they were teaching, and the media that they consume. In order for general education teachers to be able to assist their students who have special needs, they need to have a comprehensive understanding of the

following topics: the nature of special needs, the various types of needs and the severity of those needs, the signs and symptoms, assessment tools, teaching and learning methods, and the types of teaching and learning materials that are required. For teachers to be able to effectively intervene academically, behaviorally, and socially, as well as to include children with disabilities and their families, they need to be well-versed in a variety of counseling and guidance techniques. This allows them to communicate with parents, siblings who do not have disabilities, and classmates. Researchers make use of survey techniques, informal checklists, and questionnaires in order to determine the level of knowledge that general education teachers have with inclusive education and other types of special education.

Attitudes Towards Children With Special Education Needs And Special Education Services Through Training Program

When people speak about attitudes, they are referring to whether they have a positive or negative attitude toward a certain person, place, item, or event. A model that is used to describe how individuals acquire their ideas is called the ABC model (Keyes, 2010). This model is comprised of three components: cognition, action, and emotion.

When conducting an analysis of the perspectives held by instructors of general education about inclusive education and special education, it is important to take into consideration three major aspects. The first component is the cognitive component, which is comprised of the ideas and information that instructors have about the attitude object (in this example, kids with special needs and their education in ordinary schools). The second component is the emotional component, which is comprised of the sentiments that teachers have toward the attitude object (in this example, the instructors' feelings for students who have special education and the instruction that they get in their classrooms). The last component is the behavioral component, which refers to the inclination to behave in a certain manner toward the attitude object. In this particular instance, the attitude object is the instructors' view on how to connect with pupils who have special needs.

It's possible that optimistic and pessimistic perspectives are both possible. It is during infancy that they begin to take shape, and they are subject to change and modification during the course of our lives as a consequence of the myriad of experiences and circumstances that we go through. It is possible to describe the sentiments of a person, an event, or an item as the thoughts and emotions that they have that pertain to that particular thing. Teachers' attitudes toward inclusive education and children with special education needs are influenced by a variety of factors, including interactions with individuals or children who have disabilities, previous teaching experience with students who have disabilities, and teachers' personal experiences within their own families, social networks, and communities at large. Depending on how individuals feel about the two components, their sentiments might be affected.

OBJECTIVES OF THE STUDY

1. To study on Knowledge About Children With Special Education Needs And Inclusive Education
2. To study on Competency Skills in Inclusive Education

Concerns about Inclusive Education

Whether they are things that are very intriguing to them or things that are significant to them, a person takes their worries very seriously. The concept of inclusive education has the potential to elicit a range of emotions among teachers of general education, either positive or negative. Regarding the policies and services that are available for students who have special education needs, their concerns are informed by their comprehension of such policies and services. When it comes to addressing the particulars of their concerns, school officials, parents, and professionals from a variety of therapeutic services, such as speech and occupational therapists, special education instructors, and school psychologists, will all play a part in the process. Concerns expressed by instructors of general education almost usually result in increased service delivery, which is a positive development. The bad news is that their reservations can wind up coming in the way of the successful execution of the inclusion program. It is important that the problems that general education teachers face be addressed by programs that are designed for in-service training, professional development, or teacher preparation. By maintaining open lines of communication and working together with the professional resource team, teachers may find that their concerns are alleviated. It's possible that the existing educational system may benefit from some of the reforms that have been recommended by general education teachers. The use of rating scales makes it possible to provide an assessment of the problems that general education instructors have.

Competency Skills in Inclusive Education

The degree of a person's competence demonstrates their ability to handle the responsibilities. The extent to which a person's emotions and concerns over a job have an effect on their capacity to engage with the work and complete it is significant.

"Differentiation is simply a teacher attending to the learning needs of a particular student or small groups of students, rather than teaching a class as a though all individuals in it were basically alike," Carol Ann Tomlinson noted in regard to her work on inclusive education. Being a good teacher may be difficult since it needs you to react to the interests of individual pupils and to build on what those kids already know. This may be a challenge for some people. According to what was said before, the core of inclusion is the acceptance of variety. For an inclusive classroom, one of the most important competencies is the capacity of the teacher to devise and implement strategies that provide students a wider range of opportunities to participate in the regular curriculum. The ability to solve problems, the ability to develop alternative assessments to help determine what students need to succeed, the ability to recognize and capitalize on students' unique interests and motivations to learn, the ability to set high but realistic expectations for students, and the ability to accommodate students' varying abilities while still holding them to reasonable standards are all skills that teachers who want to create inclusive classrooms need to be proficient in. Every child will have the experience of being welcomed in the classroom and at school if teachers are able to do this. The attitude that principals and senior management should have toward teachers should be one of support and encouragement in order for teachers to be able to do all of this.

Relationship Between Knowledge, Attitudes, Concerns And Competency Skills

Extensive research has been conducted on the continuum between knowledge, attitude, and behavior. The acquisition of pertinent and accurate knowledge, in conjunction with a positive attitude toward the task at hand, contributes to an increase in one's efficiency and capability in accomplishing the activities at hand. A person's degree of knowledge has a direct influence on their social and emotional well-being, which includes their sense of self and the interactions they have with other people.

The more we learn about the many kinds of impairments, the ways in which they emerge, and the circumstances that contribute to or ameliorate specific behaviors, the more likely it is that our opinions on children and individuals with disabilities will shift. The sentiments, thoughts, and anxieties that teachers have have a significant impact on the degree of participation that they exhibit in their classrooms, as well as the success or failure of any inclusive education program. The amount of engagement and effect that teachers have within the inclusive education model is significantly impacted by their familiarity with students who have disabilities and special needs, as well as their own experiences in this area, both in their personal life and in the workplace. This is true for both the teachers' personal lives and employment situations.

Teacher Training

The manner in which we make meaning of educational achievement and inclusion programs is primarily determined by the constantly evolving social, economic, and political situations that exist on a local, national, and worldwide scale simultaneously. The implementation of regulations that hold schools and students to higher standards has been established in a number of countries as part of an attempt to enhance the quality of education that is provided to all residents. There were a number of regulations that were put into place in order to promote inclusive education, and standardized testing of academic performance was introduced as a method of assessing achievements. Every member of society was delighted with the program's dual objective, which was to aid the most disadvantaged students among them while also supporting all students in achieving their goals.

The No Child Left Behind (NCLB) statute was enacted in the United States of America with the intention of achieving universal reading rates and fostering inclusiveness. This approach identified means to detect pupils who were falling behind in their academics, provided them with the appropriate therapies, and then allowed them to catch up to their peers, despite the fact that it was unacceptable to keep children behind because of their academic challenges. The provision of free lunches to kids attending public schools and the implementation of a "compulsory pass" up to the eighth grade are two of the many measures that have been suggested in India with the goal of ensuring that students attend school and reducing the number of students who drop out of school. The subject of language is taught in schools, and a significant amount of emphasis is placed on rote memory. When compared to the West, where anybody may claim to be read, even if they never completed high school, these constraints make it difficult for these 'top' high school graduates to succeed in college. In today's highly competitive world, the focus of education has evolved

from learning to achieving high grades and rankings to learning to be pleasurable and instructive. This shift in emphasis is a result of the fact that learning has become more of a competition.

Early intervention is performed with the purpose of enhancing a child's motor, social, and linguistic abilities throughout the formative years of their life (Al-Sibaih, 2022). This is accomplished by providing assistance to families in accepting and supporting children who have learning impairments (LDs). This makes it all the more vital to establish tailored intervention programs in order to assist each child in overcoming their specific challenges (Al-Salem, 2023). The diversity of the population that lives with learning difficulties makes this more crucial. Early intervention may be responsible for a number of positive outcomes, including the decrease of future medical and non-medical treatment demands, the improvement of health and developmental outcomes, and the relevance of early childhood care in shaping developmental trajectories.

- **Understanding Services:** Parents have a responsibility to educate themselves on the different special education services that are available to their children, including individualized education plans (IEPs), assistive technology, and customized teaching.
- **Advocacy:** Parents are able to successfully advocate for their children's needs within the school system and get access to the required help when they are aware of the situation.
- **Parental Involvement:** It is important for parents to be actively involved in their children's education and development, and their active participation, which is guided by knowledge, may have a substantial influence on the results.
- **Inclusive Education:** A better understanding of the advantages of integrating children with disabilities into regular classes may be gained by parents via the dissemination of information on inclusive education models of education.
- **Positive Attitudes:** Educational opportunities have the potential to cultivate favorable attitudes about inclusive education and disabilities, which may ultimately result in more support and comprehension within families and communities.

Strategies for Creating Awareness:

- **Informational Workshops and Seminars:** Parents should be provided with thorough information on special education services, eligibility requirements, and the Individualized Education Program (IEP) process.
- **Parent Support Groups:** Provide a forum in which parents may interact with one another, tell their stories, and gain knowledge from one another.
- **Online Resources and Educational Materials:** Websites and other resources that are user-friendly and provide information on inclusive education and special education should be developed.

- **Collaboration with Schools:** Collaborate with educational institutions to carry out awareness campaigns, such as conferences between parents and teachers and presentations given in schools.
- **Early Intervention Programs:** It is important to provide assistance and resources to parents of young children who have impairments in order to assist them in comprehending the requirements of their kid and gaining access to early intervention programs.

CONCLUSION

In order for special education programs to be successful over the long term, it is essential that parents have a high level of understanding and are actively involved. Through the process of increasing their level of awareness, parents are able to transform themselves from passive recipients into active participants. Within the context of an all-encompassing support system, the social, emotional, and intellectual requirements of the child are simultaneously addressed. It is essential to continue providing funds for training programs that are geared towards parents, notwithstanding the significant progress that has been made. The advocacy for the equal chance of a full life and an outstanding education for every child with a disability is greatly aided by parents who are well-informed and have the ability to make decisions for themselves. Since this is the case, increasing awareness is not just a duty for educational institutions but also a social and moral need.

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