A COMPARATIVE STUDY ON INCLUSIVE CLASS ROOM CLIMATE IN SCHOOL EDUCATION IN THE UNITED STATES OF AMERICA AND INDIA

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ABSTRACT

Education for inclusion is a way of giving proper studies to those students with special educational requirements. In inclusive settings, physically challenged students to spend some or all of their time with normal students. It throws the implementation of special education schools or schools to avoid students with disabilities from students not having disabilities. The practice of implementation differs from one to one. Schools regularly implement the inclusive method for children with above average to average requirements of special needs students. Inclusive schools does not differ from normal studies and special needs education activities, the school is restructured so that all students learn together. Inclusive education differs from the integration or mainstreaming model of education, which tended to be concerned principally with disability and special educational needs, and learners changing or becoming ready for or deserving of accommodation by the mainstream. Inclusion is about the student's right to join and the school's role to take the student. By full participation by students with disabilities and upon respect for their social, civil, and educational rights. Feeling included is not limited to physical and cognitive disabilities, but also includes the full range of human diversity with respect to ability, language, culture, gender, age and of other forms of human differences. Student performance and behavior in educational tasks can be profoundly affected by the way we feel, we are seen and judged by others. When we expect to be viewed as inferior, our abilities seem to diminish. This paper explores some of the beliefs, policies, and practices that are contributing to schools becoming more inclusive and responsive to the diversity of students' academic, social and personal learning needs. These beliefs, policies, and practices are having positive effects on the engagement and learning and learning of all students and are providing the evidence that highly inclusive schools are highly effective schools.

KEYWORDS: *Classroom Climate, School Education, USA and India, Inclusive Education, Resources, Activities*

INTRODUCTION

As more research is done into education and disabilities and how the two interact, general education teachers are finding themselves needing to teach in an inclusive classroom. Inclusive classrooms are a general education classroom in which students with and without disabilities learn together. It is essentially the opposite of a special education classroom, where students with disabilities learn with only other students with disabilities. There are a variety of strategies and techniques one can use to create a productive and successful inclusive classroom. Amborse *et. al.* (2010) define classroom climate as the intellectual, social, emotional, and physical environments in which our students learn. Climate is determined

by a constellation of interacting factors that include faculty-student interaction, the tone instructors set, instances of stereotyping or tokenism, the course demographics (for example, relative size of racial and other social groups enrolled in the course), student-student interaction, and the range of perspectives represented in the course content and materials" (p.170). Classroom climate is affected not only by blatant instances of inequality directed towards a person or a group of people but also by smaller, more subtle micro-inequities that can accumulate to have significant negative impacts on learning (Hall, 1982). Incivilities that are not addressed properly not only negatively impact learning within the course in which it is experienced, but may also negatively influence a student's success at an institution (Hirschy & Braxton, 2004). In addition to being reflective of the events that take place in your class on a regular basis, there are techniques you can use to gauge your classroom's climate. Ask for feedback directly from your students on their experiences in your course. This also serves to heighten students' awareness of their own study practices.

Inclusive Teaching Strategies

Even though some of us might wish to conceptualize our classrooms as culturally neutral or might choose to ignore the cultural dimensions, students cannot check their socio-cultural identities at the door, nor can they instantly transcend their current level of development. Therefore, it is important that the pedagogical strategies we employ in the classroom reflect an understanding of social identity development so that we can anticipate the tensions that might occur in the classroom and be proactive about them (Ambrose *et. al*., 2010, p. 169-170).

Benefits of Inclusive Teaching for Students

- Can connect and engage with a variety of students.

- Prepared for best moments or issues that arise when controversial material is discussed.

- Connect with course materials that are relevant to them.

- Feel comfortable in the classroom environment to voice their ideas/thoughts/questions.

- Experience success in course through activities that support learning styles and abilities.

Inclusive Teaching Contains

- Incorporate diversity into the overall curriculum.

- Be intentional about creating a safe learning environment.

- Be proactive in connecting with and learning about special needs students.

- Utilize a variety of teaching strategies, activities, and assignments.

- Use universal design principles to create accessible classes.

- Provide flexibility in how students demonstrate their knowledge.

- Clear about how students will be evaluated and graded.

- Take time to assess the classroom climate by obtaining from students.

- Ask students to rate from 1-5 how comfortable they are in class.

- Ask for any suggestions for how they could feel more comfortable.

Techniques for Building Inclusive Classroom Climate

- Involving students in solving problems

- Dealing with individual differences by discussion

- Assigning classroom responsibilities

- Teaching students to look for ways to help each other

- Utilizing physical therapy equipment

- Encouraging students to take the role of teacher and deliver instruction

- Focusing on the strength of a student with special needs

- Create classroom rules

- Take breaks when necessary

- Create an area for children to calm down

- Organize student desks in groups

- Create a self and welcoming environment

- Set rules and stick with them

- Establish short-term goals

- Design a multi-faced curriculum

- Communicate regularly with parents or caregivers

- Seek support from other special education teachers

Team Teaching Approaches

- One teach, one support

- One teach, one observes

- Rotational teaching

- Parallel teaching

- Alternative teaching

- Team teaching

Positive Effects in Regular Classrooms

There are many positive effects of inclusions where both the students with special needs along with the other students in the classroom both benefit. Research has shown positive effects for children with disabilities in areas such as reaching individualized education program (IEP) goal, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post-school adjustments. Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with non-disabled peers. Several studies have been done on the effects of inclusion of children with disabilities in general education classrooms. A study on inclusion compared integrated and segregated school students. The study determined that children in the integrated sites progressed in social skills development, while the segregated children actually regressed. Another study shows the effect on inclusion. The study determined that students with specific learning disabilities made some academic and affective gains at a pace comparable to that of normal achieving students. Specific learning disabilities, students also showed an improvement in self-esteem and in some cases improved motivation. A third study shows how the support of peers in an inclusive classroom can lead to positive effects for children with autism. The study observed typical inclusion classrooms, ages ranging from 7 years old to 11 years old. The peers were trained in an intervention technique to help their fellow autistic classmates stay on task and focused. The study showed that using peers to intervene instead of classroom teachers helped students with autism reduce off-task behaviors significantly. It also showed that the typical students accepted, the student with autism, both before and after the intervention techniques were introduced.

Criticisms on Inclusion

Critics of full and partial inclusion include educators, administrators and parents. Full and partial inclusion approaches neglect to acknowledge the fact most students with significant special needs require individualized instruction or highly controlled environments. General education classroom teachers often are teaching a curriculum while the special education teacher is remediation instruction at the same time. Similarly, a child with serious inattention problems may be unable to focus in a classroom that contains twenty or more active children. The increase of incidence of disabilities in the student population, this is a circumstance all teachers must contend with, and is not a direct result of inclusion as a concept. Complete inclusion may be a way for schools to placate parents and the general public, using the word as a phrase to garner attention for what are in fact illusive efforts to educate students with special needs in the general education environment. Some study output says that the lack of individualized services provided for students with Individualized Education Programs (IEPs) when placed in an inclusive rather than main stream environment. Researchers maintained that school districts neglect to prepare general education staff for students with special needs, thus preventing any achievement. In addition, school districts often expound an inclusive philosophy for political reasons, and do away with any valuable pullout services, all on behalf of the students who have no tsay in the matter. Inclusion is viewed by some as a practical philosophically attractive yet impractical. Studies have not corroborated the proposed advantages of full or partial inclusion. Moreover, push in servicing does not allow students with moderate to severe disabilities individualized instruction in a resource room, from which many shows considerable benefit in both learning and emotional development. Parents of disabled students may be cautious about placing their children in an inclusion program because of fears that the children will be ridiculed by other students, or be unable to develop regular life skills in an academic classroom. Some argue that inclusive schools are not a cost-effective response when compared to cheaper or more effective

interventions, such as special education. They argue that special education helps fix the special needs students by providing individualized and personalized instruction to meet their unique needs. This is to help students with special needs adjust as quickly as possible to the mainstream of the school and community. Proponents counter that students with special needs are not fully into the mainstream of student life because they are secluded to special education. Some argue that isolating students with special needs may lower their self-esteem and may reduce their ability to deal with other people. In keeping these students in separate classrooms, they aren't going to see the struggles and achievements that they can make together. However, at least one study indicated mainstreaming in education has long-term benefits for students as indicated by increased test scores, where the benefit of inclusion has not yet been proved.

How to Create Inclusive Class Room Climate Above we discuss the problems of creating inclusive classroom settings, but teachers try to create the classroom environments and to support young students of all kinds.

- **Academic Support:** recommends schools provide academic support services to ensure all students have the opportunity to thrive. Flexible learning pacing, reading specialists and tutoring can be especially helpful to students with learning differences or who speak English as a second language.

- **Prepare Teachers:** Highly trained teachers are vital to educating students about privilege and oppression. But many teachers do not have enough of an understanding of these topics to properly support students for educators to effectively support a community and need to see themselves as more than conveyors of fact. Also need to hold their students to high expectations, prioritize closing the achievement gap, and help their students understand and connect to the world at large.

- **Curriculum:** It's rare for school curriculums to address concepts like privilege, oppression, global influence structures as a key step in combating inequality. This type of education gives no counter to narrow-minded beliefs of students may encounter at home, in the media, or from the world at large, and no context for students of color to make sense of their own experiences in our current society.

- **Integrate Student Bodies:** to integrate the student body from voluntary transfer programs to redrawing school, neighborhood boundaries to suggest government incentives for the education system that assume this kind of redistricting policies.

- **Ranking Calculations:** the educational system can address school inequality is by adjusting evaluation measurements to take both diversity of the student population and intercultural understanding into account, should be penalized for failing to address these concerns.

- **Create a Respectful School Community:** individual classrooms, educators can also make sure they foster an inclusive school community. The students know that the staff can serve as a resource to help them navigate issues related to discrimination and oppression.

- **Create A Space for Discussion:** Educators can promote inclusivity by creating environments where students can openly discuss thoughts and feelings about privilege and structural oppression.

Benefiting in an Inclusive Environment

The inclusion of age-appropriate students in a general education classroom, alongside those with and without a disability is beneficial to both parties involved. With inclusive education, all students are exposed to the same curriculum; they develop their own individual potential and participate in the same activities at the same time. Therefore, there are a variety of ways in which learning takes place because students learn differently, at their own pace and by their own style. Effectively, inclusive education provides a nurturing venue where teaching and learning should occur despite the pros and cons. It is evident that students with disabilities benefit more in an inclusive atmosphere because they can receive help from their peers with diverse abilities and they compete at the same level due to equal opportunities are given."

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