

Study On Development of Knowledge and Attention for Intellectual Disability Children

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ABSTRACT

The involvement of parents in the inclusion process, the number of students with ID already enrolled in the class, enrolment criteria, environment adjustment, and policy adoption, as well as the willingness of school administrators to include students with ID, curriculum flexibility, funding, and the availability of adequate teaching facilities are central factors to the inclusion process. Other elements include support and oversight from administrators, communication with a special education teacher regarding management strategies, and the provision of peer tutoring. Inclusion was not influenced by factors such as instructors' capacity to detect students with intellectual disabilities, the teachers' perception of whether or not the educational setting was appropriate for students with intellectual disabilities, or the presence of special units in schools. Based on the findings of this research, the successful implementation of inclusion is a complicated problem that involves important parties such as policy makers, parents, instructors, students, and the administration of the school. There was a favourable correlation between administrators' willingness to involve ID students in school and inclusion. It was shown that those educators who agreed that administrators are willing to embrace inclusion were connected with inclusion, whereas the contrary was found to be true for those educators who had a different perspective. One possible explanation for this is the support and encouragement that administrators provide to instructors who are dealing with special needs students in their classes.

Keywords: ID children , Knowledge, Attention , Inclusive , Education

I. INTRODUCTION

Education is the cornerstone of any nation's efforts to grow and become more self-sufficient. Understanding the world we live in and being able to take part in its day-to-day activities are both made much easier by its presence. It is a significant factor in the transmission of one's culture, beliefs, and values to other members of society, in addition to contributing to the development of one's character. It contributes to the creation of innovations and assists in satisfying the expanding requirements of each nation.

A person is considered to have an intellectual impairment if they have one before the age of 18. People who are affected by this condition have considerable difficulties in two primary areas:

- 1) One's level of intellectual functioning
- 2) one's level of adaptable behaviour.

These limits are reflected in the individual's intellectual, social, and practical abilities that are required for day-to-day existence.

Concepts of Intellectual Disability-

Intellectual disability is an aberration that has huge societal implications; it not only impacts the people who suffer from it, but also the family and society as a whole. This is because intellectual impairment affects a person's capacity to understand language and reason. Intellectual impairments are characterised by a lower cognitive capacity, which may be seen as a difference in the rate and efficiency with which a person receives new knowledge, remembers it, and applies it in comparison to the general population. Over the course of the past century, people who have intellectual disabilities have witnessed dramatic shifts in many facets of their lives, including healthcare, work, education, recreational opportunities, and living situations (World Health Organization, 2000).

Development of Knowledge and Attention for Intellectual Disability Children Educational Considerations

A kid who has an intellectual impairment may still be successful in school, but they are more likely to require the customised assistance that is provided via special education and other associated programmes. The level of assistance and support that will be required will be determined by the severity of the intellectual impairment that is present.

General education

It is critical for children with intellectual impairments to participate in the general education curriculum and to demonstrate academic growth within it. This is the same curriculum that is followed by those who do not have any difficulties. Be aware that the Individuals with Disabilities Education Act (IDEA) does not allow a student to be withdrawn from education that is provided in age-appropriate general education classes just because the student requires changes to be made in the general education curriculum.

Supplementary aids and services

It is frequently essential to offer children with intellectual disabilities (ID) with help in the classroom given the impact intellectual impairments have on the learning process. This involves making adjustments that are suitable for the requirements of the student in question. In addition to this, it entails the provision of what the IDEA refers to as "supplementary aids and services." Supplementary aids and services are supports that enable children with disabilities to get an education alongside children without disabilities to the greatest extent possible that is suitable. These supports might take the form of teaching, staff, equipment, or other adjustments.

Inclusive Education for Learners with Intellectual Disability in Public Primary

One of the most serious challenges that are now being faced by the worldwide education system is the education of children with disabilities. There is a widespread presumption that teachers play a significant part, and that their duties constitute a significant factor that determines whether students who have special education needs are included or excluded from inclusive schools.

It is the responsibility of the school to take in the kid, as well as the child's right to participate, in order for the child to be considered for inclusion in the programme for children with disabilities. It is now one of the most serious issues facing the education community on both a national and worldwide scale, and that problem is the inclusion of students with disabilities in ordinary schools. Inclusion is the most effective method there is for fostering socialisation between children with disabilities and children who do not have disabilities. An inclusive approach works toward the eradication of stigmas, cares for the rights of individual learners, encourages the staff to work together as a team, and provides opportunity for children with special needs to operate in the real world to exhibit their abilities

Alignment Of Self-Determination, Quality Of Life And Educational Outcomes

Learners who have a modest intellectual disability have seen significant improvements in their level of independence and positive identification as a result of two fundamental concepts that have developed in conjunction with the expansion of educational possibilities for individuals with disabilities. Self-determination and high quality of life are two of these things. Wehmeyer and Schalock (2018) believe that special education and general education can be brought together by having conversations that place an emphasis on the promotion of self-determination and quality of life. This is because self-determination and quality of life are both constructs that display universal needs and can be of benefit to all learners.

Every student has the opportunity to be actively involved in their own educational experiences if they are given the resources to exercise self-determination. Instructional activities that include goal-setting, problem-solving, and decision-making can be used to foster the development of a sense of self-determination in students. Agran, Blachard, and Wehmeyer (2015) reported on significant gains that had been made by individuals, the majority of whom had intellectual disabilities, who had been exposed to the Self-Determined Model of Instruction by their teachers.

II. OBJECTIVES OF THE STUDY

1. To study on Development of Knowledge and Attention for Intellectual Disability Children
2. To study on Inclusive Education for Learners with Intellectual Disability in Public Primary

III. RESEARCH METHODOLOGY

This was a descriptive cross-sectional study with a mixed method research strategy (qualitative and quantitative). Participants in the survey were public primary school teachers who worked in the research region at least one year prior to the survey and were employed regularly and full time. The sample size was determined with the use of the Fisher's sampling method in its standard form. The method of random sampling with many stages was used for the investigation. Following the compilation of a list of all zones (in the first step) and their corresponding schools (in the second stage), a straightforward random selection was used to choose the units and schools that would take part. For the purpose of gathering information on the instructors' knowledge, attitudes, and practises, a guide for organised group discussion was devised. The investigation began with a trial run, following which the research equipment were modified to reflect the new findings. This was done to establish the dependability and validity of the research instruments. The content validity was examined by

determining whether or not the goals of the study and the conceptual framework were met by the data that was gathered. This was done in order to confirm that the data was valid. Participants in the study were recruited and given training on interviewing strategies, data gathering procedures, and data processing techniques.

IV. DATA ANALYSIS

Inclusion practice among the study respondents

In all, only 38.1% of eligible participants were included in this study. However, the majority of respondents (81.4%) had students with ID in their classrooms. However, only a small percentage (38.5%) adapted lectures to accommodate students with ID, and only 26.7% provided particular attention to students with ID. The role of the parent is essential in the activities that take place at school, and in this survey, more than 72.2% of the respondents claimed that inclusion is a priority at their schools. The majority of the parental involvement occurred when the children were doing their homework (36.2%), being evaluated (15.1%), participating in community awareness initiatives (11.9%), and enrolling (12.9%). According to the statistics, the participation of parents in the process of including students in school was important. ($\chi^2=12.452$, $df=4$, $p=0.014$).

It was found that only 17.6% of teachers had received training in special education; however, it was observed that 80% of the respondents who had only received training for a period of three months were associated with inclusion, compared to only 32% of respondents who had received training for a period of two years. Training ($\chi^2= 6.543$; $df=3$; $p= 0.084$) did not meet the criteria of statistical significance for inclusion. The number of students in each classroom ranged from 30 to 50 on average, although this did not reach statistical significance. ($\chi^2 =4.636$ $df=2$ $p=0.098$). The number of ID pupils in class influenced inclusion ($\chi^2 =17.538$ $df=4$ $p=0.002$) & Acceptance into the institution was contingent on meeting the enrollment requirements. ($\chi^2= 17.581$; $df= 4$; $p= 0.006$).

Majority The respondents thought that their school had not made any improvements to encourage inclusiveness, with 48.1% of them expressing this sentiment. 35.7% of respondents believed that the school had only partially modified the inclusion process, while 8.1% believed that the school had fully adapted the procedure. Adjustments made to the school environment had a statistically significant impact on inclusion. ($\chi^2 =11.815$; $df= 3$; $p=0.007$). In areas where there had been full environmental adjustment, the inclusion rate was 58.8%, but it was just 26.7% in areas where there had been no modification. This observation, together with qualitative findings that underlined the necessity of environmental adjustment, led to this conclusion. For instance, the findings of one KII were summed up as follows: environment adjustment is inadequate in the majority of schools. There are several that have courses upstairs, making it more difficult to identify the youngsters. Some schools are built on extremely uneven terrain, the sidewalks do not have ramps with rails, and the seating arrangement in the classrooms does not allow for effective interaction between the instructor and the individual with the learning disability (ID) student. There was a statistically significant increase in the school's policy adoption. ($\chi^2=15.068$; $df= 2$; $p=0.001$) to the incorporation. More over half of teachers (53.4%), whose schools had implemented the policy, were connected with inclusion, whereas only 26.8% of instructors, whose schools had not embraced the inclusion policy, were associated with inclusion.

Multivariate Analysis

A multivariate logistic regression analysis using the backward conditional method was performed on multiple factors to eliminate confounding factors and examine the effect of the six predictive factors which significantly associated (independently) with inclusion of ID children at bivariate analysis. This analysis was performed on multiple factors using the backward conditional method. It was determined that there were three characteristics that might predict the inclusion of ID children, but there were three others that were confounding factors (coordination, the involvement of parents, and policy). Instructors whose schools admitted students on the basis of a medical report were five times (adjusted odds ratio = 5.567, 95% confidence interval = 0.728-5.556, $P = 0.018$) more likely to enrol students with identification than teachers whose schools did not clearly define their admission requirements.

Table 1: Multivariate Analysis Results for Independent Variables(n=21)

Variables	Levels	Exp(β)	95% CI		P value
			SE	Wald	
EnrolmentCriteria	Application	0.237	1.534	0.880	0.348
	Examination	2.535	0.528	3.108	0.077
	Medical report	5.566	0.727	5.563	0.017
	Special assessment	0.891	0.582	0.042	0.834

	None	Ref	-	-	-
Assistance to ID Children	Individualized help	71.697	1.898	4.989	0.025
	Peer tutorial	25.910	1.101	8.684	0.002
	Private tuition	7.760	1.519	1.798	0.177
	None	Ref	-	-	-

Confidence interval, which is abbreviated as CI; adjusted odds ratio, which is abbreviated as Exp () (AOR); significant odds ratio values (adjusted) are shown in bold. Dependent variable: (0 means yes (inclusion), while 1 means no) (non-inclusion).

V. Discussions

In spite of the significant number of ID students that were enrolled in classes, only 38.1% of those students were included in the research. This was due to the fact that very few educators adapt classes to accommodate special needs students or provide individualised education programmes for such students. This demonstrates that the inclusion practise of the instructor is insufficient. This finding is consistent with the premise that the success of inclusion is dependent upon the preparation of general education teachers to be competent in fulfilling the needs of all of their pupils, including those with disabilities.

Factors that influence Inclusion of ID Children

High and considerable levels of parent participation are required for inclusion of students with special needs in regular classroom settings by schools. Help is provided by the parents with the children's schoolwork, assessments, efforts to raise awareness in the community, and enrollment. It is possible that the relevance is attributable to the support, collaboration, and encouragement that the teacher receives from a parent. This conclusion is consistent with what Muwana mentioned, which is that a person's family and kinship relationships are the most important factors in determining his or her position and inclusion within a community. On the other hand, it contradicts the findings of Konza, who claims that parents are not always content with the fact that the finest education is being provided for their children even when instructors spend greater time and resources on pupils who have special needs. This may produce further stress within the school community and may prompt administrators to be hesitant to enroll kids with disabilities as a result. Inclusion was linked to the number of students to teachers that were present in the classroom. This conclusion runs counter to the findings of a research conducted by Rezk el- Ashry, which demonstrated that instructors may be ready to include students with impairments in their courses provided the number of students in each class was reduced. It was crucial for there to be a certain percentage of youngsters with ID in the class. This finding may be the result of teachers being overburdened with the additional work of instructing children in the same classroom who do not have intellectual disabilities, which prevents them from having sufficient time to provide individual attention to or adapt the lesson for many children with intellectual disabilities. According to Scruggs and Mastropieri's findings, general educators feel that bringing the number of pupils in each class down to fewer than twenty would make it easier to include all children.

VI. CONCLUSION

The research showed that there are a significant number of students with ID attending regular classes; nonetheless, inclusive education is still difficult to achieve. This is because the courses are not adapted to meet the requirements of the students with ID and there is not an individualised education programme in place for the students with ID in the classrooms. The involvement of parents in the inclusion process, the number of students with ID already enrolled in the class, enrolment criteria, environment adjustment, and policy adoption, as well as the willingness of school administrators to include students with ID, curriculum flexibility, funding, and the availability of adequate teaching facilities are central factors to the inclusion process. Other elements include support and oversight from administrators, communication with a special education teacher regarding management strategies, and the provision of peer tutoring. Inclusion was not influenced by factors such as instructors' capacity to detect students with intellectual disabilities, the teachers' perception of whether or not the educational setting was appropriate for students with intellectual disabilities, or the presence of special units in schools. Based on the findings of this research, the successful implementation of inclusion is a complicated problem that involves important parties such as policy makers, parents, instructors, students, and the administration of the school. As a result, the findings of this study suggest the formulation of a specific contextualised inclusion guideline that is adapted for use in public schools. This study suggests boosting the creation of training programmes to modify the mentality of instructors in order to improve student performance and outcomes, which are major drivers in public schools.

VII. RECOMMENDATIONS

Based on the findings of this research, the successful implementation of inclusion is a complicated problem that involves important parties such as policy makers, parents, instructors, students, and the administration of the school. As a result, the findings of this study suggest the formulation of a specific contextualised inclusion guideline that is adapted for use in public schools. This study suggests expanding the creation of training programmes to modify the mentality of instructors in order to improve student performance and outcomes, which are essential drivers in public schools.

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