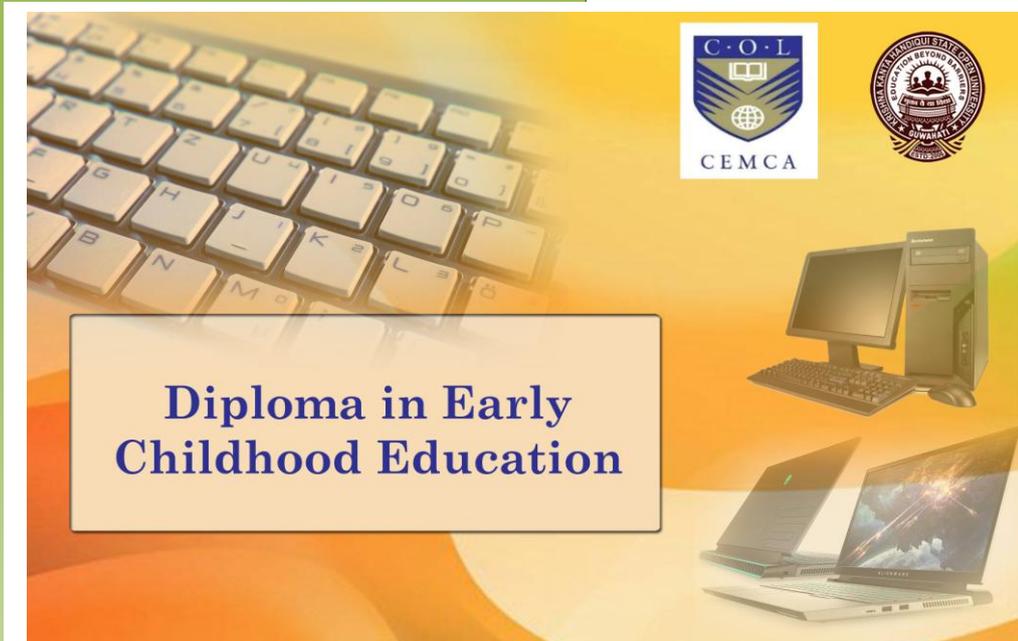


Course : 04

**WORKING WITH CWSN,
PARENTS AND
COMMUNITY**



Year : 2021



**Commonwealth Educational Media Centre for Asia
and
Krishna Kanta Handiqui State Open University**





WORKING WITH CWSN, PARENTS AND COMMUNITY



**Commonwealth Educational Media Centre for Asia
and
Krishna Kanta Handiqui State Open University**



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Course Introduction

This is the fourth course of Diploma in Early Childhood Education. There are four modules in this Course. The first module gives a detail elaboration of *CWSN-children with special needs*. The second module reflects *on understanding diversity and very important and popular concept of inclusive education*. The third module deals with *concept of the working with parents*. The fourth and last module of this course highlights upon *working with community*.

While going through the modules you will find some Video links and QR Codes given inside the boxes. This will help you to understand the content of the module. In some of the modules there are some boxes which highlight the important points of the very module.

Introductory Video of the DECE Programme	Video link : https://www.youtube.com/watch?v=1vucY - Glo	Scan with QR Code 
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Module I :
CHILDREN WITH SPECIAL NEEDS



MODULE STRUCTURE

- 1.1 Learning Objectives
- 1.2 Introduction
- 1.3 Concept of Children with Special Needs
- 1.4 Characteristics of Children with Special Needs
- 1.5 Types of Children with Special Needs and their identification
- 1.6 Let Us Sum Up
- 1.7 Further Reading

1.1 LEARNING OBJECTIVES

After going through this module, you will be able to—

- Define the concept of children with special needs
- Explain the characteristics of children with special needs
- Identify different types of disabilities (cognitive disability, hearing impaired, speech impairment, learning difficulties and multiple disabilities)

1.2 INTRODUCTION

The term ‘Special Education Needs’ has a legal definition. The new legalisation in the field of education of children with special needs was adopted in 2000. Now question arises who are children with Special Needs? How can we identify them? What are the measures that can be adopted for treating children with Special Needs? Many questions arise with the term ‘Special Needs’. In this module we tried to attempt to answer those questions in a very simple way so that if you ever meet children with Special Needs, you all can treat and handle them with the little knowledge you are going to acquire from this module.



Children with Special Needs

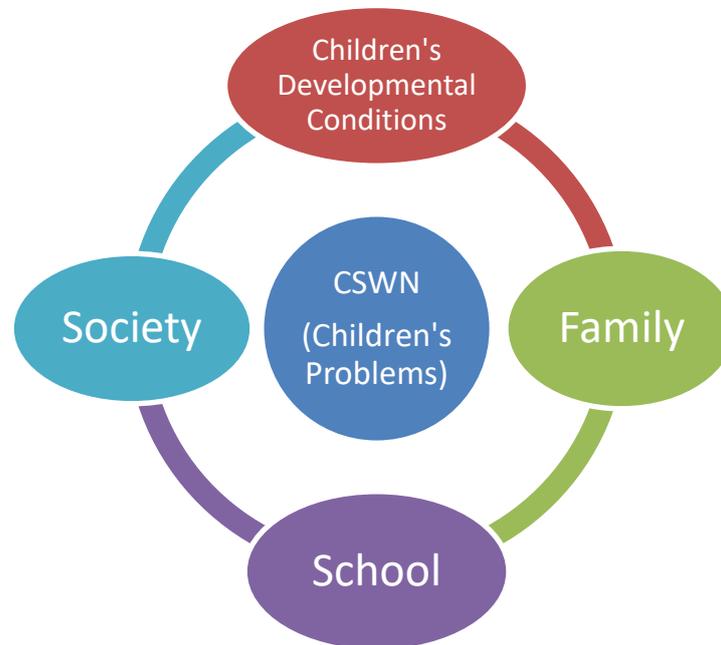
(Source: BORGEN Magazine)

1.3 CONCEPT OF CHILDREN WITH SPECIAL NEEDS

Those children who have learning difficulties or disabilities that makes it harder for them to learn or access education than most children of the same age can be identified as children with Special Need. These Children may need extra or different help from that given to other children of the same age. The Education for Persons with Special Needs (EPSEN) Act was passed into law in July 2004. Special Education needs are defined in this act as- a restriction in the capacity of a person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition. The EPSEN Act recognises that special educational needs may arise from four different areas of disability- physical, sensory, mental health and learning disability. Children might have problems due to various reasons. Their developmental and learning factors may be associated with various factors such as family, school, society and many others.

In India, National Council of Educational Research and Training (NCERT) joined hands with UNICEF and launched Project Integrated Education for Disabled Children (PIED) in the year 1987, to strengthen the integration of learners with disabilities into regular schools. In recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged. This broader understanding of curriculum has paved the way for developing the National Curriculum Framework (NCF-2005) that reiterates the importance of including and retaining

all children in school through a programme that reaffirms the value of each child and enables all children to experience dignity and the confidence to learn.



A child might have special need and this need vary from child to child depending on the area of disability of a child. For instance, if a child is blind he/she will have need of more verbal instructions or if a child is deaf he/she will have need of more visual instructions and so on. Basically, a child with special needs may find it harder to learn than other children of the same age.

The needs of special education may include the following:

- Behavioural or social, for example difficulty in making friends.
- Reading and Writing, for example dyslexia.
- Concentrating, for example attention deficit hyperactivity disorder (ADHD).
- A medical condition which affects learning.
- A sensory or physical need which affects them in school, for example deaf and dumb.

1.4 Characteristics of Children with Special Needs

We can highlight the characteristics of children with Special Needs as follows-

- CWSN are those children for whom general educational programmes do not suit. Hence, these children need special instructional programmes.
- These children perform generally inferior to that of the average children.
- They often suffer from the adjustment problems.
- If they are retarded or disabled in any area, their performance will be lower than the normal children and if they are superior in any trait significantly, the performance will be higher. Disabled children, however, come to the average performance when they are fully grown up and matured in their experience and drill.
- CWSN are found in every society and culture. Sudden medical factors can however increase their numbers all of a sudden e.g., spread of epidemics can increase their number.

CWSN and its Characteristics	Video link : https://youtu.be/5BESKpWxobl	Scan with QR Code 
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1.5 Types of Children with Special Needs and their identification:

After going through the meaning of the children with special needs, we shall now discuss on types of disabilities which children with special needs basically suffers from and they are identified accordingly.

- 1) **Cognitive Disability:** A person with cognitive disability possess limitations of mental functioning, communication skills and social skills. These limitations of a child lead them to learn and develop slowly. Cognitive disability is used against the term ‘mental retardation’ or ‘mentally handicapped’. A child with cognitive disability possess IQ less than an average child. There IQ is less than 90. We can classify mental retardation based on IQ and severity levels as follows:

Severity Levels	Range of IQ
Mild Mentally Retarded	50-75
Moderate Mentally Retarded	35-49

Severe Mentally Retarded	20-34
Profound Mentally Retarded	Below 20

Manifestations include:

- Underdeveloped language skills
- Underdeveloped visuospatial functioning
- Lower than average IQ
- Poor academic achievement
- Poor social-behavioral interactions (Radtke et al., 2007).

40-60%
Experience Cognitive Disabilities

Image of Child with Cognitive Disability

(Source: Cynthia Kraft. August 15, 2011)

2) **Sensory Deviance:** The children who are deaf and visually impaired falls under this category. We can divide this category child under two heads:

- **Visual Impairment:** Legally children who fall under this category are those whose visual acuity is either zero (blindness) or less than 6/60 after correction (semi blindness). These Children have special learning needs in areas requiring functional use of vision.
- **Hearing Impairment:** Children with low audible capacity falls under this category. Hence, they have special learning needs in areas requiring functional use of hearing.

3) **Motor Deviance:** Those children who are crippled, orthopedically handicapped, speech and adjustment, epileptics etc. falls under this category. We can discuss two types of motor disabilities. They are as follows:

- **Speech Impairment:** Speech Impairment is closely associated with hearing impairment as we know that speech learning is associated with

hearing. If there is no speech development than a child should be given speech therapy or lip reading or reading on fingers is required.

- **Orthopaedic Impairment:** These children have special learning needs in areas requiring functional use of hands, arms, feet, legs or other locomotive body parts.



Image of a child with Orthopaedic Impairment

- 4) **Personality Deviance:** Children with behavioural disorders and learning disabilities falls under this category. For example, children suffering from neurosis or psychosis face serious problems of adjustment in social situations. This deviance may categories under two heads:

- **Learning Disabilities:** These children have special learning needs in areas requiring functional use of listening, speaking, reading, writing, reasoning and arithmetic skills. These children are basically normal in intelligence but very poor in learning.
- **Emotional Disorders:** These children lack proper emotional and social skills. When these children are treated by their peers, mates and teachers in a prejudiced manner, they become more disturbed emotionally and hence they need special attention by the teacher.

- 5) **Educational Deviance:** This category of children is significantly different from the normal in academic achievement due to variety of reason. They can be classified under three categories:

- **Educationally Bright:** Children in this category show high performance in learning, assimilation of thoughts, understanding and memorising. They can learn anything within a short span of time and can retain their learning for longer period. These children seem to be very hardworking in the process of learning.

- **Educationally Backward:** These children are backward by their age mates by 2 to 4 years or grades in the field of education due to repeated failure in different classes. This backwardness may be due to a number of reason. These children need special treatment by the teachers and if required special classes should be arranged for them.
 - **Communication Disorders:** These children lack understanding power and hence it hinders in their process of communication. This may be due to low intelligence or poor level of concentration power on the subject matter.
- 6) **Social Deviance:** Juvenile Delinquents (adult criminals) and maladjusted children fall under this category. We can categorise these children under three heads:
- **Maladjusted Children:** Children who fails to adjust in their family, school and in the society and create problems of adjustment for others also. If they are not properly deal with, they will remain maladjusted leading to an isolated life.
 - **Deprived Children:** Feeling of deprivation develops in such a child only after seeing social, economic and cultural inequalities.
 - **Juvenile Delinquency:** These adult criminals are antisocial elements in the sense that they violate the social norms and legal structure. Committing crime is a fun for them.
- 7) **Multiple Deviance:** Many exceptional people deviate from the normal in more than one areas. For example, a blind child may be deaf also. Students with multiple disability have special learning needs in more than one area.

ACTIVITY-1

Point out some activities from you real life experience which you will provide to a child if you are to deal with a special child in your own classroom

Types of CWSN	Video link : https://youtu.be/OOp6vtkL3l8	Scan with QR Code 
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1.6 LET US SUM UP

- The new legalisation in the field of education of children with special needs was adopted in 2000.
- The Education for Persons with Special Needs (EPSEN) Act was passed into law in July 2004.
- In India, National Council of Educational Research and Training (NCERT) joined hands with UNICEF and launched Project Integrated Education for Disabled Children (PIED) in the year 1987.
- The needs of special education may include-behavioural or social, for example difficulty in making friends, reading and writing, for example dyslexia, concentrating, for example attention deficit hyperactivity disorder (ADHD), a medical condition which affects learning, a sensory or physical need which affects them in school, for example deaf and dumb.
- Based on the disabilities, the child is suffering, they are classified into no. of categories as cognitive deviant, social deviant, educationally backward etc.

1.7 Further Reading

- **Agarwala J C:** Theory and Principles of Education (Philosophical and Sociological Bases of education) Vikash Publication.
- **Dash, N. (2006).** *Inclusive education for children with special needs.* Atlantic Publishers & Dist.
- **Singh, D., & Deshprabhu, S. (2008).** *Handbook of Special Education.* Kanishka Publishers.

OER Reading Links:-

1. https://simple.wikipedia.org/wiki/Special_education#:~:text=Special%20needs%20include%20speech%20or,room%20and%20use%20of%20technology. (Special Education)
2. <https://courses.lumenlearning.com/suny-educationalpsychology/chapter/responsibilities-of-teachers-for-students-with-disabilities/> (Role of Teachers for CWSN)
3. <https://courses.lumenlearning.com/abnormalpsychology/chapter/mental-retardation/> (Mental Retardation)
4. [https://socialsci.libretexts.org/Bookshelves/Sociology/Book%3A_Sociology_\(Boundless\)/07%3A_Deviance%2C_Social_Control%2C_and_Crime/7.07%3A_Crime/7.7D%3A_Juvenile_Crime](https://socialsci.libretexts.org/Bookshelves/Sociology/Book%3A_Sociology_(Boundless)/07%3A_Deviance%2C_Social_Control%2C_and_Crime/7.07%3A_Crime/7.7D%3A_Juvenile_Crime) (Juvenile Delinquency)



Module II :
UNDERSTANDING DIVERSITY AND
INCLUSIVE EDUCATION



Module Structure

2.1 Learning Objectives

2.2 Introduction

2.3 Concept of Diversity

2.3.1 Characteristics of Diversity

2.4. Understanding the issue of Diversity

2.4.1. Strategies for handling Diversity.

2.5. Concept of Inclusive Education

2.5.1. Characteristics of Inclusive Education

2.5.2. Principles of Inclusive Education

2.6. Inclusiveness in ECE

2.7 Let Us Sum Up

2.8 Further Reading

2.1. Learning Objectives

After going through this module you will be able to-

- define the concept of diversity
- explain the issue of diversity
- explain the strategies for handling diversity
- define the concept of inclusive education
- elaborate inclusiveness in ECE

2.2. Introduction

All human beings are born free and equal in dignity and rights. The process of basic-life, is same. In any sphere or place of the world everyone has to lead the cycle of life-through the basic paths- birth, his nourishment in the family as baby, childhood, adolescence bringing tremendous physical- mental changes, adulthood and old age, gradually coming to the end of the cycle. Everyone has identification as-girl or boy, men and women in this world.

The world is one, the God is one but the people living in the world are many, diversified. The man the superior of all living being has broken the world into-many parts, each part has its diversified standard, way of living mode of thinking. Even the creation of the. People are being treated according to their categorical marks– their caste-race, sex and also of the socio-economic conditions. Thus, ‘one world’ has now labeled as ‘diversified world. In this module, we will discuss about diversity and issue of diversity. In the previous unit, you have learnt about CWSN, here we will discuss about bringing them to the regular class with normal child through the concept of Inclusive education.

2.3 Concept of Diversity

Diversity is a term which is associated with the equality. This is a concept to be discussed to know about social life in a better way. Diversity is a societal concept with significant organizational implications. Etymologically the term Diversity originates from the word ‘**Diverse**’ which means different or dissimilar. Originally, diversity referred to those who’s who are different from others in respect to ethnic background nationalities, sexual orientations, color creed etc.

Generally diversity is a term which is widely used and often misunderstood because, it is layered with multiple meanings that have evolved in human resource development practice over years. The message of diversity today extends beyond achieving inclusiveness and equality of opportunity to learning how to manage a diverse workforce for competitive advantage.

Regarding the concept of diversity, there are definition which varies from person to person, from organization to organization and from authors to authors. In some organization, diversity is strictly focused upon-race gender, religion and disability status in other organization, the concept of diversity extended to sexual orientation, body image and socioeconomic status. Diversity is a word that is tossed around in many areas of work and social life. It is a concept which deals with human differences.

Defining the Diversity

The various definitions or various models explain Diversity in the following ways-

Wellner conceptualized diversity as representing a multitude of individual differences and similarities that exists among people. Diversity can encompass many different

human characteristics such as race, age, creed, national origin, religion, ethnicity, sexual orientation.

Some people define Diversity as the four employment equity groups. These include people who are visible minorities, women in non-traditional or management roles, persons with disabilities and aboriginal people.

As per **Canadian and provincial Human-Right Legislation** diversity to include race or colour, religion or creed, sex (including Pregnancy) sexual orientation, marital status, family status, physical or mental disability national or ethnic origin, ancestry or place of birth, age, dependence on drugs or alcohol and source of income.

Again Diversity could be defined by provincial or federal labour law to include race, creed, religion, colour, sex, and sexual orientation, nationality ancestry place of origin, marital status family status, disability, physical size or weight.

2.3.1 Characteristics of Diversity

The mentioned definitions help us to understand what Diversity is? The following characteristics make the concept clear—

- Diversity is focused on the differences of people in respect to various dimensions.
- Diversity represents a multitude of individual differences of people.
- It encompasses many different human characteristics of people.
- Diversity brings together individuals from various background.
- It represents different things to different people, to a stock broker, it means a balanced portfolio of stocks, bonds and other investments, to a horticulturalist, it means balancing perennials, annuals shade and sun etc.
- Diversity implies the differences of people in respect to different categories which includes- race, colour, religion, creed, sex, marital status, family status, mental disability, ethnic origin place of birth age etc.
- The two concepts closely related to diversity are – **multiculturalism** and **cultural diversity**.

Thus diversity stands for the individual differences or the dissimilarities of the people. Diversity brings together individual from different backgrounds. This diversity sometimes may be the basis of unity. It can stimulate organizational competitiveness and growth.

2.4. Understanding the issue of Diversity

The above discussion must have helped you to understand the basic idea about diversity. Diversity is common, but issues created by diversity are mainly concentrated on education. Education in India plays an important role. If we go through the pages of History we would be able to find out that Education remain the most dominant factor in India's development. In India, Education is a right like the other fundamental right. Up to a level, the constitution guarantees some educational right to the children. **Article 45** of the constitution guarantees free and compulsory primary education to the children of the age group 6-14 years. Moreover the **Article 29** of constitution states, 'No citizen shall be denied admission into any educational institution maintained by the state, or receiving aid out of the state funds, on grounds only of religion, only of castes, language or any of them.' There are so many other provisions in the constitution to establish and secure the right to education of each and every children of the country. No child can be differentiated in the educational paradises or situation only on the basis of religion, caste, creed, and colour and gender sex. In spite of that, there are some places, schools or educational institutions which are treating the children as ethnic or minority or marginal children instead of individual child. Diversity is practiced among these children against the policy of education for all. There are children who have some special needs. Does the children with special needs are included with the normal students in the same classroom? Are they treated by the teachers and their peers as a normal child? If we see it is no. There are lots of issues with diversity in the field of education. They are often segregated and placed in the special schools. Their rights to education equally with the general children of their age are taken off. This creates division and it is against the rights.

2.4.1. Strategies for handling Diversity

We as teacher must know or learn to know to discharge our duties to protect and safeguard the diversities/ differences among the children. Every school have the duty to eliminate unlawful racial or other socio-cultural discrimination and promote equality of opportunity and good relations between people of different groups. Education is itself responsible to help children/adult people to discharge their duties respecting the diversity

of people. The institution and the members of such institution must play role of a model in showing this respect. Because the educational institutions are the means of inculcating values in the mind of students.

In the following we are going to mention some of the measures to handle diversity –

- Every school, whatever its intake and wherever it is located is responsible for educating children and young people who live and work in a country which is diverse in terms of culture, religious or belief, ethnicities and social backgrounds.
- The educational institutions allow and enable their pupils to mix with those who come from different background.
- School and other educational institutions must give the pupils the opportunity to learn with, from and about those from different backgrounds or diversity.
- Children should be leant to respect the right of others by linking and interacting with other school and community organization.
- Through the ethics and curriculum school can promote discussion of common sense of identity and support diversity and show pupils how different communities can be united by shared values and common experience.
- School must promote community cohesion– a common vision and a society in which the diversity of people’s background and circumstances are valued.
- School should value the diversity of each and every children by providing those equal opportunities in respect to education and other facilities.
- School must inculcate a strong sense of an individual’s right and responsibilities. The children / student must learn to know what other expect of them and what they can expect in turn.
- By providing opportunities for the children to interact with other children of different background, school can encourage unity in diversity.
- Through the process of teaching-learning and curriculum, school helps the children to learn to understand, others, to value diversity, to promote awareness of human right and to apply and defined them.
- An inclusive approach in the school can eradicate all kinds’ diversity.

Diversity	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/JKasFn4ni1Q</p>	<p style="text-align: center;">Scan with QR Code</p> 
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2.5. Concept of Inclusive Education

We have come to know that inclusive approach is best means to handle diversity. Lets' know what inclusive education is. Inclusive education is one of the dimensions of right based quality educations which emphasizes equity in access and participation, and respond positively to the individual learning needs and competencies of all children. It works to ensure that every child, irrespective of gender, language, ability, religion, nationality or other characteristics, is supported to meaningfully participate and learn alongside his/her peers and develop his/her potential. It also focuses on equity and fairness and on the inclusion of all students regardless of advantages and disadvantages. It, thus, means education of all students, where everyone can equally participate in learning process. It is an approach that ensures the presence, participation and achievement of all students in education; this may be in formal school, non-formal places of learning, such as co-curricular clubs and humanitarian camps. It involves working to change the structure, systems, policies, practices and cultures in school or educational institutions responsible for education, so that they can respond to the diversity of students in their locality. It emphasizes on opportunities for equal participation, but with option for special assistance and facilities as needed for the students within a common learning frame work.

In simple, inclusive education means that all children attend and welcomed by their neighbourhood schools in age appropriate regular classes. They are also supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education brings all students together in one classroom and community regardless of their strength or weaknesses in any area and seeks to maximize the potentials of all students. It is an effort to make sure that children with special needs like those with disabilities, different languages and cultures, different homes and family lives, different interest and ways of learning are exposed to teaching strategies that reach them as individual learners. It should be noted that simply placing children with and without disabilities together does not produce positive outcomes. Inclusive education occurs when there is ongoing advocacy, planning, support and commitment.

The principle of inclusive education was adopted at the Salamanca world conference on Special Needs Education (UNESCO 1994) and was restated at the Dakar World Education Forum (2000).



(Source: The Kathmandu Post- Ekantipur)

The image above itself explains very clearly the meaning of the term ‘Inclusive Education’. You can see from the image how children from all categories i.e. with and without disabilities are going to same school. By the term Inclusive education, we can understand that it is an approach to educate all children who are neglected by the general system of education. It is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive.

2.5.1 Characteristics of Inclusive Education

- Inclusive education brings all children or students together in one classroom and community, regardless of their strength or weaknesses in any area.
- Inclusive education benefits all learners by welcoming their diversity rather targeting the excluded.
- Inclusive education provides equal access to education or making certain provisions for certain categories of children without excluding them.
- Inclusive education emphasizes on providing opportunities for equal participation of person with disabilities (physical/social/emotional) whenever possible into general

education, but leaves open the possibility of personal choice and option for special assistance and facilities for those who need it.

- Inclusive education aims towards enabling teachers and learners both to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem.
- Inclusive education involves improving inputs, processes and environments to foster learning both at the level of the learner in his/her learning environment as well as at the level of the system which supports the learning experiences.
- Inclusive education stresses on shift from seeing the 'child as a problem' to seeing 'the education system as the problem' that can be solved through inclusive approaches.
- Inclusive education seeks to enable communities, system and structures to combat discrimination, celebrate diversity, promote participation and overcome barriers to learning and participation for all people.

Thus, inclusive education seeks to address the learning needs of all children, young people and adults, with a specific focus on those who are vulnerable to marginalization and exclusion.

2.5.2 Principles of Inclusive Education

The following are the principles that guide quality inclusive education–

- **Principle of belongingness of all children:** Inclusive education is based on the idea that every child and family is valued equally and deserves the same opportunities and experiences.
- **Principle of learning in one's own way:** Inclusive education is based on the principle that all children learn in different ways. Inclusion is about providing the help that children need to learn and participate in meaningful ways.
- **Principle of right of children to inclusion:** Inclusive education is a child's right, not a privilege. As per the right of inclusion, all children with disabilities should be educated with non-disabled children of their own age and have access to the general education curriculum.
- **Principle of acceptance:** All parents want their children to be accepted by their peers, have friends and lead regular lives. Inclusive education is based on the principle of acceptance of all children in education irrespective of their disabilities or exceptionalities.

- **Principle of togetherness:** In inclusive setting all children learn by being together. The philosophy of inclusive education is to help all children to learn together. Children learn at their own pace and style within a nurturing learning environment.
- **Principles of friendship:** The philosophy of togetherness on which inclusive education is based, helps to develop friendship among the children irrespective of the exceptionality of the children.
- **Principle of participation:** One of the key principles of inclusive education is participation of children and adults in learning. It aims at increasing participation for children and adults in learning and teaching activities, relationship and communities of local schools.

The above mentioned principles stem from values and beliefs but they are about action what need to be done to make inclusion work.

2.6 Inclusiveness in ECE

The above discussion has helped you to acquaint with the concept of inclusive education, its characteristics and principles. As an early childhood worker, you must have faced diversity among children. You may have encounter no. of problems related to their individual needs and differences. Early childhood education is the foundation stage of learning and development. Inclusive approach therefore is very much essential to handle their diversity. The care and education they receive during this stage is fundamental to the later part of their life. *The importance of inclusiveness in ECE can be highlighted in the following ways-*

- It removes the barriers to learning and participation for all children.
- It ensure right of children to education
- Play is best method of learning during early childhood period, inclusive education provides them best platform to play together.
- It combats all kinds of discrimination
- It strengthen quality of their learning.
- More the inclusion, more the social interaction among the children and more the friendship among child irrespective of their ability.
- Inclusive approach during early years of life helps to develop good sense of belongingness among children

- It helps in the development of positive ‘self’ among the children.
- It will Lead to improved behaviour
- It will encourage parents of children with special needs to send their child to school.
- It encourages the child with special needs to go to school.
- It will prepare them for mainstreaming.

Inclusive Education	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/2oe-G_cG3EA</p>	<p style="text-align: center;">Scan with QR Code</p> 
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2.7 Let us sum up:-

After going through this module, it can be summarized as-

- Etymologically the term Diversity originates from the word ‘**Diverse**’ which means different or dissimilar
- **Wellner** conceptualized diversity as representing a multitude of individual differences and similarities that exists among people.
- Diversity is practiced among these children against the policy of education for all, every school, whatever its intake and wherever it is located is responsible for educating children and young people who live and work in a country which is diverse in terms of culture, religious or belief, ethnicities and social backgrounds.
- Inclusive education is one of the dimensions of right based quality educations which emphasizes equity in access and participation, and respond positively to the individual learning needs and competencies of all children.
- The principle of inclusive education was adopted at the Salamanca world conference on Special Needs Education (UNESCO 1994) and was restated at the Dakar World Education Forum (2000).
- Inclusive education provides equal access to education or making certain provisions for certain categories of children without excluding them.
- Principle of belongingness of all children, Principle of learning in one’s own way, Principle of right of children to inclusion are some of the principles of inclusive education

- Early childhood education is the foundation stage of learning and development. Inclusive approach therefore is very much essential to handle their diversity.
- There is much significance of inclusiveness in ECC as it removes the barriers to learning and participation for all children, it ensure right of children to education, play is best method of learning during early childhood period, inclusive education provides them best platform to play together and many more

2.8 Further Reading

- Agarwala J C: Theory and Principles of Education (Philosophical and Sociological Bases of education) Vikash Publication.
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1. <https://press.rebus.community/introductiontocommunitypsychology/chapter/respect-for-diversity/> (Concept of Diversity)
2. <https://cft.vanderbilt.edu/guides-sub-pages/diversity/> (Handling diversity)
3. <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00521/full> (Inclusive Education)
4. <https://iris.peabody.vanderbilt.edu/module/inc/cresource/q1/p02/#:~:text=An%20inclusive%20school%20is%20one,subgroups%20that%20are%20not%20performing.> (How inclusive school differs from traditional school?)



Module III :
WORKING WITH PARENTS



Module Structure

3.1 Learning Objectives

3.2 Introduction

3.3 Significance of Working with Parents

3.4 Understanding the Psychology of the Parents

3.5 Communication with Parents

3.6 Guiding Parents of Children with Special Needs

3.7 Let Us Sum Up

3.8 Further Reading

3.1 LEARNING OBJECTIVES

After going through this module, you will be able to:

- explain the significance of working with parents
- highlight the psychology of the parents
- identify the ways of communicating with parents
- list out the guidelines for parents in dealing children with Special Needs

3.2 INTRODUCTION

Parents always have first-hand knowledge of their child. In school it is the sole duty of the teacher to develop a child to the fullest. To bring all round development of a child it is necessary for a teacher to keep in touch with their parents. Many researches in the past proved that building up a healthy parent-teacher relationship leads to better development of a child. Hence, in this module, you will be able to understand the significance of working with parents as a pre-school teacher. By going through this module, you will also be able to acquire some knowledge regarding various psychology of parents. This module will also give a reflection on the ways and means of communicating with parents. Besides this, as a teacher

you must be aware of the fact that all children in a classroom are not equal. Some are special who possess special needs and requires special care. In this context, as a teacher it is your duty to provide assistance or guidance to those parents of children with special needs too. This module will also provide you with some guidelines to assist parents of Children with Special Needs.



(Source: Google Image)

3.3 SIGNIFICANCE OF WORKING WITH PARENTS

Those parents who are not educated do not understand the importance and relevance of early childhood activities. Besides, it is difficult for parents to identify children behaviour as they are not in direct touch with the classroom activities. But in this case teachers can identify them easily by comparing every child with their peers in classroom. To the parent, a specific behaviour might not appear on the far side the norm. The first thing, parents observe is that their child is shy, or picky, or argumentative. They don't observe that behaviour and diagnose our child as anxious, having a sensory disorder, or opposition ally defiant. They see behaviours that they seek to modify, not categorize.

Parents are not mental-health experts, but they are experts in knowing their children. Some parents accept the initial denial, and then the child does not receive any evaluation. These problems generally occur because educators lack knowledge. In preparing general education teachers, most education programs don't require a class on children with exceptional needs (gifted, special education etc.).

Before knowing the significance of working with parents, it is necessary to know why to work with parents of Children at the early stage. It is often harder for parents to understand what their children are going through. It is the hopes and aspirations of every parents that their children achieve their dream in life. But this is quiet impossible in case of Children with Special Needs. In order to maintain a balance between the hopes of parents and achievement of children there is an ardent need to communicate with parents. Hence, as a teacher it is necessary to understand the significance of working with parents of special needs. ***If a teacher works with the parents of Children with special needs, it will help in the following ways:***

- It will help parents in decision making towards their child development.
- Parents can provide critical input to their teachers or counsellors for proper diagnosis.
- Parents have the opportunity to sit side-by-side with them, working through homework and other learning activities for extended periods. Parents may be the only adults who closely observe students' work and get feedback from their children.
- Working with parents may help in getting information on child's strength and weaknesses at home, information regarding child's history and development and also family and environmental factors that affects child's learning.
- Parents input at every step can ensure in providing appropriate services and supports which lead in child's success in the future purpose.
- Through providing proper guidance to parents such as to observe their child's learning styles, correspond with teachers and other professionals in writing whenever possible etc. can help in proper diagnosis and treatment of Children with Special Needs.

Working with parents	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/A21pvRnWnZw</p>	<p style="text-align: center;">Scan with QR Code</p> 
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3.4 UNDERSTANDING THE PSYCHOLOGY OF THE PARENTS OF CHILDREN WITH SPECIAL NEEDS

Parents of Children with Special Needs face many trouble while nurturing their child throughout their life. They undergo various positive and negative effects in dealing with their children. So, it is very necessary for a teacher to understand the psychology of the parents of children with special needs. If a teacher can understand the psychology of the parents, they can provide suggestions to parents to deal with their children. It will also help in reducing stress of parents in general.

We can highlight the psychology of the parents of children with special needs in general as follows:

- Parents of Children with Special Needs invest their precious time to teach their children right from holding their pencil correctly to think about others feeling i.e., they teach their children how to care for himself or herself by their own.
- While teaching at some point they feel frustrated. At this point they need positive reinforcement so that they can continue their task with positive feeling. Hence, a counsellor or a teacher can help in bringing positive reinforcement among parents in bringing up their child at a right track.
- Many studies in the west proved that mother of children with special needs suffer from high level of distress and depression. It is the duty of the teacher or counsellor to understand the problem of such mother and get them way to reduce their distress and depression.
- Sometimes parents may feel that raising a child with special needs is a financial burden for them which may lead to drop out of child from school. In this context, a counsellor or a teacher can play a significant role in changing the attitude of the parents by understanding their problem and showing a path to solution of this kind of problem.

- After identifying children with special needs, parents may neglect their children which may hinder in development of those children. Hence, parents should be made clear promote healthy family attitudes and behaviour towards their child for proper development.

3.5 COMMUNICATING WITH PARENTS OF CHILDREN WITH SPECIAL NEEDS



(Source: Google Image)

In the previous modules, we have discussed about CWSN and how important for you to know and identify them. In order to communicate with parents of children with special needs, a teacher should know certain steps of communication. All parents have wishes and hopes from their children. It is difficult for parents to except their children needs if it requires clinical interventions. Hence, it is very crucial on the part of the teacher to deal with parents to make them understand about their special needs.

Some of the tips highlighted below may prove to be significant the the teachers to communicate with parents of children with special needs. These are as follows:

- **To communicate with parents about the child's special needs**

As a parent of a child it is very difficult to except that their child requires special need. It is role of the teacher firstly to open up the communication with the parents by inviting them to school to show their child's need. Without understanding the problem, it will be

difficult for the parents to take decision for their future development. Hence, the first step for communication is to sit and talk and to show the child's area of difficulty.

- **Starting with a complement about the child**

After identifying the area of child's need it is the duty of the teacher to point out the area of strength of that particular child. Thus, when parents come to school for communication can be motivated to know about their child's strength and takes additional care for their child's weakness. Hence, complementing a child with special needs in front of the parents can act as reinforcement for the parents.

- **Advising parents not to discipline their child**

While communicating with parents it is not advisory to tell parents to teach their child to behave properly or to make them disciplined. Children are always loving to their parents. This kind of advice may hurt the feelings of parents. Hence, it will be better to advice the parents to teach their child how to deal with a particular difficult situation.

- **To Educate the parents**

It is not only the duty of the teacher to make parents aware about their child's needs but a teacher should also educate the parents in understanding their child's disability. Teacher should provide plenty of information regarding the disabilities and their related remedies.

- **Teacher should not communicate regarding medication**

A teacher while communicating should not directly request parents regarding child's medication because parents may feel that their child suffer from some kind of serious disease, so teachers are trying to avoid their child and want to keep them away from school.

- **Always use appropriate language while communicating with parents**

A teacher while communicating with parents should be compassionate in using language. A teacher should not use stereotype language while communicating regarding child's disability.

Communicating with parents of CWSN	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/0cCLoCjZsiM</p>	<p style="text-align: center;">Scan with QR Code</p> 
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3.6 GUIDING PARENTS OF CHILDREN WITH SPECIAL NEEDS

Every parent has hopes and expectations for their kids. But what happens when they are told that their child has special needs, which alters those expectations—and changes their own life at home, and at work as well? It is a teacher or a counsellor who could guide the parents in understanding and in dealing with the needs of the children.

A teacher can guide the parents in the following ways in dealing with the Children with Special Needs:

- **To take time for diagnosis and controlling emotions**

After receiving the report of child's special need from teachers, the first step of the teacher to guide parents to take their time for their own diagnosis and controlling their emotions. Parents should be given time to take their own decisions.

- **Providing support for healthcare of their children**

When parents are mentally prepared about their child's disability they should be provided with utmost help by the teachers by providing networks of healthcare teams, financial support, career development, how to provide family and parental care etc.

- **Develop rapport with school or agency**

Teacher should help parents in developing a good rapport with the school or agency. This will help in development of child in their mere future. Besides, parents can also monitor their child's progress and discuss with teachers for developmental programs to be attended by their child.

- **Joining Parents' organization**

Teachers should guide parents of Children with Special Needs in joining parents' organization. It will provide an opportunity to share knowledge and support. A parent group can be an effective force on behalf of such child. Many times parents find that as a group they have the power to bring about needed changes that strengthen special services.

- **Joining Individualised Educational Program**

Parents should not only involve in decision making process for development of children but they should also actively participate in sending their children in joining Individualised Educational Program (IEP). Parents should be prepared to offer insight into whether strategies provided to their children are helpful or not.

Besides the above mentioned points there are some other ways through which parents can support their child's education. They are as follows:

- To maintain positive communication with child and their teachers.
- To ask children about their day in school such as who they played with, with whom they had lunch, their favourite part of the day etc.
- To build in homework time each night with their child.
- To check child's grade consistently.

3.7 LET US SUM UP

- Parents are not mental-health experts, but they are experts in knowing their children. Some parents accept the initial denial, and then the child does not receive any evaluation. These problems generally occur because educators lack knowledge. In preparing general education teachers, most education programs don't require a class on children with exceptional needs (gifted, special education etc.).

- It is often harder for parents to understand what their children are going through. It is the hopes and aspirations of every parents that their children achieve their dream in life. But this is quiet impossible in case of Children with Special Needs. In order to maintain a balance between the hopes of parents and achievement of children there is an ardent need to communicate with parents.
- Parents of Children with Special Needs face many trouble while nurturing their child throughout their life. They undergo various positive and negative effects in dealing with their children. So, it is very necessary for a teacher to understand the psychology of the parents of children with special needs.
- A counsellor or a teacher can help in bringing positive reinforcement among parents in bringing up their child at a right track.
- In order to communicate with parents of children with special needs, a teacher should know certain steps of communication- to communicate with parents about the child's special needs, starting with a complement about the child, never advice parents to discipline their child, to educate the parents, not to communicate about direct medication of the child, using appropriate language while communicating with parents.
- Some of the guidelines for parents of children with special needs are- to take time for diagnosis and controlling emotions, providing support for healthcare of their children, develop rapport with school or agency, joining parent organization, Joining Individualised Educational Program.

3.8 Further Reading

- Garibay. C. Juan (2015) : Creating positive classroom climate for diversity
- Soni Romila, Kapoor Rajender, Vashistha Kant Krishna. (2008). *Early Childhood Education- An Introduction*. NCERT.
- Singh Dolly, Deshprabhu Suchitra. (2008). *Handbook of Special Education, Part-I*. Kanishka Publishers, New Delhi.

OER Reading Links:-

1. <https://iris.peabody.vanderbilt.edu/module/asd1/cresource/q2/p05/> (Working with parents of special child)
2. <https://doi.org/10.5463/dcid.v23i2.119> (Parental stress of raising CWSN)



Module IV :
WORKING WITH COMMUNITY



Module Structure

4.1 Learning Objectives

4.2 Introduction

4.3 Significance of Working with Community

4.4 Establishing Rapport with Community

4.4.1 Children and Community

4.5 Utilizing Community Resources

4.6 Let Us Sum Up

4.7 Further Reading

4.1 LEARNING OBJECTIVES

After going through this module, you will be able to—

- explain the significance of working with community
- establish rapport with the members of the community
- identify the usable community resources
- utilize the community resources effectively

4.2 INTRODUCTION

This is the fourth and the last module of this course entitled “Working with CWSN, Parents and Community” From the previous modules you must have formed an idea on what should be your roles and responsibilities as an early childhood education, how would you identify and take care of special children in an inclusive setting. You have learned why is it important to communicate with parents along with how to communicate and also about providing guidance to parents having especially abled child. Childcare is not only the responsibility of the parents or the family, but also the community.

Community ownership and participation is very important for the success of the ECCE. As an early childhood educator, you must be able to establish good rapport with the community. This module will guide you in doing that. In addition, the module will help you in identifying and utilizing community resources effectively. Let us start the module with a brief note on significance of working with community.

4.3 SIGNIFICANCE OF WORKING WITH COMMUNITY

Before going into details as to how to work with the community or what is the importance let us first familiarize with the word community. A community is a self organized network of people with common goal, cause, interest and who collaborate by sharing ideas, information and other resources. As we all are living within a community our everyday life is bound to be influenced by it. It is applicable in the life of the child also. Some of you might have heard a popular proverb, '*it takes a village to raise a child*'. This proverb reflects the significant role a community has in upbringing of children. Children grow emotionally, intellectually, socially and physically through their involvement with the community to which they belong. After the home, community is the next vital component in the life and education of a child. As such, in order to make ECCE effective, a positive link must be made between an ECCE centre and the community also, in addition to the home. ECCE centre, home and the community should work together for better promotion of health, well being and learning of children. When an ECCE centre actively involves parents and engage community resources, they are able to respond more effectively to the health-related needs of the children. Home and community involvements foster partnerships among ECCE centre, family and community groups, and individuals. These partnerships result in sharing and maximizing resources. And they help children in developing healthy behaviors and promote healthy families.

In later part of the module we will discuss how to work or involve with the community, let us discuss the importance of working with the community. As it is mentioned earlier that a community refers to a group of people living in a common geographical location. This group of people obeys some social norms and common values. Working with the community helps in accelerating this process. ***The significance are enumerated below-***

- Working with the community will definitely develop the sense of belongingness among the children. The care and dependency on the society develops fellow feelings. A sense of community is important to establish peace and harmony in the society. The feeling of association, harmony and cooperation establishes a conjugal environment in the society which helps the children a lot.
- Working with community develops the feelings of unity, harmony and friendship. A balanced community relationship can help in making a peaceful and progressive

society and any imbalance could give rise to umpteen problems that are disrupting peace and harmony the world over.

- Working with the community provides opportunities to become active member of the society. It helps the students to acquire the life skills and knowledge. It helps to increase the life satisfy action.
- A sense of community belongingness develops their sense of acceptance and security. As children grow and develop, connections to the outside world help them to find their place in the world, to develop understandings of how society works, and to recognize and understand the shared values that underpin our society.
- It creates social bonds among the children and increases social responsibility and awareness towards its surroundings.
- Early childhood services can act as an important point of connection for families. They can foster supportive relationships between families as well as connecting families to other organizations and services in the local community

It is a challenging task to effectively engage the students with the society. We have to start from the small gains, which will definitely lead to achieve the bigger targets. Effective engagement with the community based on the effective relationships and building relationships. So we have to start from recognizing and building connections that are already exists within a service. Working with the community not only brings differences among children but also the people being served. It also helps students develop civic and social responsibility skills and become more aware of what their community needs. Now let us discuss how to engage with the community in our next sub-point.

Working with Community	Video link : https://youtu.be/Kc3qOaPsLZk	Scan with QR Code 
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4.4 ESTABLISHING RAPPORT WITH COMMUNITY

Rapport means a close and harmonious relationship in which the people or groups concerned understand each other's feelings or ideas and communicate well. Community is defined as a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals. For children, a sense of community brings connection both to their surroundings and the individuals in those surroundings — further connecting them to their own unique place in the world.

Children grow within their smaller community environments and slowly begin to understand the wider society. The creation of a local community in early childhood becomes the supportive, positive, uplifting foundation of a child's life. It helps them to learn about themselves. It helps them learn how to tackle challenges, build knowledge, and thrive. Within communities, children are gifted the opportunity to build relationships that support their emotional and physical development and help them to succeed in life. Participating in a community leads to build profound relationships and this must become a part of child's everyday life. These relationships have a vast influence in the life of the students

It is difficult to go directly to the community and build relation. It is a huge task. But there are some tips and tricks that teachers can use to build relationship with the community--

- Teachers have to first explore effective communication method.
- Teachers have to first identify the person or organization with whom they want to build a relationship and find out the type of communication which works best.
- Teachers have to find out the ways through which regular communication happens. For example holding meetings on regular basis. They can take the help of social media, newsletters or magazines.
- There may be both types of communication between the school and the community. It may be formal which is measurable and other is informal which happens in a much more casual manner.
- But regardless of the mode of communication teachers have to always remember that they are representing their institution and they have to uphold the mission and vision of the school.

- By remaining professional through formal and informal communications they help to gain integrity and build rapport for themselves and for the organization.
- While working with the community teachers have to establish a relationship of trust.
- Teachers have to consistent and understanding the people.
- Teachers have to use empathy to facilitate the feeling of the community and show unconditional regard and acceptance.
- Creating an environment where the community people can speak openly and honestly will help to establish good rapport. .
- Setting boundaries when necessary is also necessary.

Though it is necessary to build a cordial relationship with the community but teachers have to maintain a healthy boundary. Setting boundaries can be helpful to ensure that they don't commit over for the things.

4.4.1 Children and Community:-

In the above paragraph we have discussed the how teachers can build a relationship with the community, but teachers can involve the children with the community when they already build a relationship with them. Importance of community for child can be highlighted as-

- Being involved in a community of family, friends, relations and neighbors is important in the growth and development of your child.
- Community gives a child support, a sense of belonging, a strong sense of self and a sense of connection. They feel emotionally and physically safe and valued; they develop social abilities and have a sense of sharing and caring for each other.
- Without being part of a community, a child soon feels isolated and alone and develops a feeling of unworthiness, feels like a failure and starved of love.

4.5 UTILIZING COMMUNITY RESOURCES

Now let us discuss what are the community resources? When we look at the surroundings, we get number of things which can be used as resource. But selection of resources for utilization is not an easy process. Community resources are those resources which can be used to improve the quality of community life. Business, individuals, structures all can be considered as the resources. Many community organizations focus on

the needs or deficits of the community. Every community has needs and deficits that ought to be attended to. But it is also possible to focus on assets and strengths -- emphasizing what the community does have, not what it doesn't. Those assets and strengths can be used to meet those same community needs. They can improve community life. To draw upon a community's assets, *we first have to find out what they are*. So in this section, we will focus on identifying community assets and resources. Community resources are anything that can be used to improve the quality of community life--

- **Resources can be an individual:** Anybody like the parents, informal neighborhood leader, local singer, dancer, artists all can be community resources. These people can be empowered to transform the community life. Without people taking an active interest in their community, things such as crime or juvenile delinquency can run rampant and take over an area, decreasing the quality of life.
- **Physical structure or places:** Any physical structure like the historical monuments, school, library, hospitals, clubs, recreation centers, and parks all can be used as community resources.
- **Community service centers:** Like the public transportations, cultural organizations, NGOs, community recycling facilities, business which provides jobs and supports local economy.

But a question may come to our mind why should we use community resources as we have the resources within the school itself? The community resources can be used as a foundation for improvement of the community. It is not always that we will wait for the grants and resources. If a teacher wants to do something innovative he/she can start with by using the community resources and engaging children in the various community works. If we use the community resources it will not only help our children but it will also help the community members to identify their role in the society. The following tips can help teachers to utilize community resources in a meaningful ways-

- To start with making a list of all the organizations, institutions, associations of the neighbouring area.
- Arranging the list in different ways like alphabetically or by their area of work.
- Making list of activities by which children can be engaged with those community resources.

- It is difficult to identify the individual community resources as it takes more time identifying the real talents. So taking the resources of smaller community area like neighborhood is preferable.

After identifying the resources the most important task is to use them. Teachers can use the talent of individuals in the community in various works. For example-

- Singers of the community can be asked to help the students to teach singing, this applies for the other artisans also.
- There are other persons in the community who have special knowledge in their respective fields. They can be invited to the school to help the child.
- Organizing periodical health camps for the students with the local hospital.
- Organizing visits to the local museums, historical places for the students.
- Taking the students to the local community, markets so that they can understand their society.

Community resources can be reviewed periodically. There is abundance of community resources. All we need to do is identify the right resources for the students. It is a huge responsibility on the teacher to use the resources intelligently and bring the community and school together.

Utilizing community Resources	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/TvUliiF4_o</p>	<p style="text-align: center;">Scan with QR Code</p> 
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4.6 LET US SUM UP

- In this unit we have discussed the significance of working with the community. A community is a self organized network of people with common goal, cause, interest and who collaborate by sharing ideas, information and other resources. As we all are living within a community our everyday life is bound to be influenced by it. It is applicable in the life of the child also. Children grow emotionally, intellectually,

socially and physically through their involvement with the community to which they belong.

- In the second sub-point we have discussed how to establish rapport with the community. Children grow within their smaller community environments and slowly begin to understand the wider society. The creation of a local community in early childhood becomes the supportive, positive, uplifting foundation of a child's life. It helps them to learn about themselves. It helps them learn how to tackle challenges, build knowledge, and thrive.
- In the third sub-point we have discussed the identifying and utilizing the community resources. Community resources are those resources which can be used to improve the quality of community life. Business, individuals, structures all can be considered as the resources. Many community organizations focus on the needs or deficits of the community. Every community has needs and deficits that ought to be attended to.

4.7 Further Reading

- Soni Romila, Kapoor Rajender, Vashistha Kant Krishna. (2008). *Early Childhood Education- An Introduction*. NCERT.
- Singh Dolly, Deshpabhu Suchitra. (2008). *Handbook of Special Education, Part-I*. Kanishka Publishers, New Delhi.

OER Reading Links:-

1. <https://cft.vanderbilt.edu/guides-sub-pages/challenges-and-opportunities-of-community-engaged-teaching/> (Community engaged Teaching)
2. https://en.wikiversity.org/wiki/Introduction_to_Community-Based_Learning (Community based learning)
3. <https://www.frontiersin.org/articles/10.3389/feduc.2018.00064/full> (Role of community in teacher preparation)
4. https://meta.wikimedia.org/wiki/Community_Resources (Community Resources)
5. [https://www.worldwidejournals.com/indian-journal-of-applied-research-\(IJAR\)/fileview/June_2014_1401710616_7354c_47.pdf](https://www.worldwidejournals.com/indian-journal-of-applied-research-(IJAR)/fileview/June_2014_1401710616_7354c_47.pdf) (Utilizing community Resources)