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**GRT** **EFFECT OF INCLUSIVE EDUCATION FOR CHILDREN WITH INTELLECTUAL DISABILITIES ASSOCIATED WITH CEREBRAL PALSY – A RETROSPECTION'**

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**Abstract:**-The purpose of the study is to understand the effect of inclusive education for persons with intellectual disabilities associated with cerebral palsy from successful journey of isolation to inclusion. This study investigated the pedagogy of including children with intellectual disabilities associated with cerebral palsy in inclusive education. This study was carried out on 3 children in the age group of 3 to 6 years who are getting services from special education school at Thakur Hari Prasad Institute of Research and Rehabilitation for the mentally handicapped, Hyderabad. The Functional Assessment Checklist for Programming (FACP) was used as an assessment tool to record for the progress of the children. Findings of the study revealed, that the students gained significant improvement in all areas viz., personal, social, academic, occupation, and recreation needed for inclusion. This shows that effectiveness of multidisciplinary intervention along with early childhood special educational inputs. This study shows that emphasis on special education in the formative years is very essential for children with intellectual disabilities associated with cerebral palsy to obtain inclusive education.

**Keywords:**Intellectual , Retrospection , Functional Assessment Checklist for Programming (FACP) .

**INTRODUCTION-**

Education is a necessary part of human development which helps in understanding the dynamics of the socio-political frame of society. Thereby, education not only prepares people to search the meaning and value of the existence and development of the people, but also the well being of the society. In regard to person with disabilities, especially multiple disability category it adds greater meaning. Due to the implementation of the PWD Act 1995 there are strong advocates for education of the children with disabilities and also mainstreaming them into the normal school system. This is supported by UN declaration stating that every child has the right to be educated, and a healthy means in providing the opportunities and education in children with various disabilities. Therefore, providing special education will be healthier rather than normal education. Hence, there is the need of special education for the children with multiple disabilities to cope up with normal children.

UNESCO (1983) definition, special education is a form of education provided for those who are not achieving, or not likely to achieve through ordinary educational provisions, but only through special provision in the education system. We have been observing a qualitative change in the Indian scenario the role of special education to include the persons with disabilities in the normal stream of education. Hence Special education is an integral part of inclusive education concept, Inclusive education refers to the “full time placement of children with mild, moderate and severe disabilities in regular classrooms” where the educational needs of all children are addressed irrespective of ability or disability. This does not only provides quality education to children with disability but also changes discriminatory attitudes within communities and helps to develop an inclusive society.

Another study conducted by Shernavazvakil et al (2008) shows that the children with autism who are included in early childhood special education has resulted in enhanced learning for young children in the regular class room setting. Where as Inclusive education for children with intellectual disabilities associated with cerebral palsy is an interesting and challenging task. There is a need for change in the attitudes of the peer group children and their parents for integrating children with disabilities. It requires a regular encouragement as part of regular changes to accept their group. This incidence is not only to

impart education but also for the survival needs in the society, which makes their life better.

On parallel lines teachers in regular school are provided with basic information regarding handling of children with suitable teaching learning materials (TLM), aids and appliances. A modest attempt is made to study the process of inclusive education for children with intellectual disabilities associated with cerebral palsy.

#### **RATIONALE OF THE STUDY**

The study aims to remove all barriers in learning as children with intellectual disabilities associated with cerebral palsy may be excluded because of their deficits in academic, social, personal, occupation and recreational skills and also due to lack of skilled manpower and supportive technology in the regular school system. Hence a comprehensive and descriptive study of the inclusive education for children with intellectual disabilities associated with cerebral palsy will help to understand the intricacies within and thereby suggest policy changes in education system, and make compulsory inclusive education right from early childhood age. Therefore there is need to study the process took place towards a successful inclusive education in regular school system.

#### **OBJECTIVE OF THE RESEARCH WORK**

To study the effect of inclusive education for children with intellectual disabilities associated with cerebral palsy.

#### **RESEARCH METHODOLOGY**

**Design of the Study:** The study has made an attempt to understand the wide range of qualitative issue related with children with intellectual disabilities associated with cerebral palsy. Information's are collected and analyzed from both primary & secondary sources through discussions and observations.

**Sample:** The sample of the study was drawn from Special School at Thakur Hari Prasad Institute of Research and Rehabilitation for the Mentally Handicapped Hyderabad, which comprised of 3 children with intellectual disabilities associated with cerebral palsy. The children have been registered in and had undergone therapeutic interventions with multidisciplinary team for period of one year, during which enhancement of pre-requisite skills on school readiness for enabling inclusive education of children with intellectual disabilities associated with cerebral palsy were strengthened.

**Tool:** "Functional Assessment Checklist Programme (FACP)" developed by NIMH in 1994, were used for assessment purpose through case study method.

**Procedure:** All the information was collected from various rehabilitation professionals who assessed clients at the time of admission. Following initial interventional programmes' were carried out to develop and strengthen pre-requisite skill for school readiness.

#### **INTERVENTION PROGRAMME**

Inclusion: - Ingredients for Successful Inclusion:  
I-Infrastructure (Accessible technology, TLM, Assistive devices)  
N-National level policies (Inclusive Education)  
C-Capacity building (Teacher, parents, children in school)  
L-Legislation forum (PWD Act)  
U-Understanding (Needs of PWD)  
S-Sensitization (Issue and aspiration of PWD)  
I-Initiative (School readiness, teacher parents association, DPO, Advocacy)  
O-Organization (School resources, SSA, Rehabilitation center, Donor)  
N-Networking (Linkages with multidisciplinary team, parent's organization).

The inclusive education does not only enables the enrolment of children with intellectual disabilities associated with cerebral palsy but also improving, the general education system itself. Even severely disabled children can be benefited through inclusive education, which are elicited by the following case studies focus on the children with intellectual disabilities associated with cerebral palsy who have undergone intervention in THPI by multidisciplinary team. The details of 3 case study has been discussed below

#### **CASE STUDY-1**

"X" - Child aged 4 year, belonging to a lower socio-economic status was brought with complaint of delayed

development in motor, cognitive and speech, the child was born to non-consanguineous union, currently lives with his parent. The pre-natal history revealed that mother did not feel proper movements of the fetus .Peri-Natal history revealed that full term caesarian section in the hospital with history of birth asphyxia; child had attack of seizures after 16 day of birth. Mother suffered with medical sickness like renal problem, history of alcoholism was reported in father. The child reported at THPI on 10-09-2010 further child has been assessed by the multidisciplinary team including medical, psychology, Physiotherapist, Occupational therapist, speech therapy, special education. He was referred by a school teacher, as the child did not pay attention in the class and exhibited abnormal behavior and admission to the regular class of the school was denied.

**Assessment, Findings and Intervention by Multidisciplinary Team**

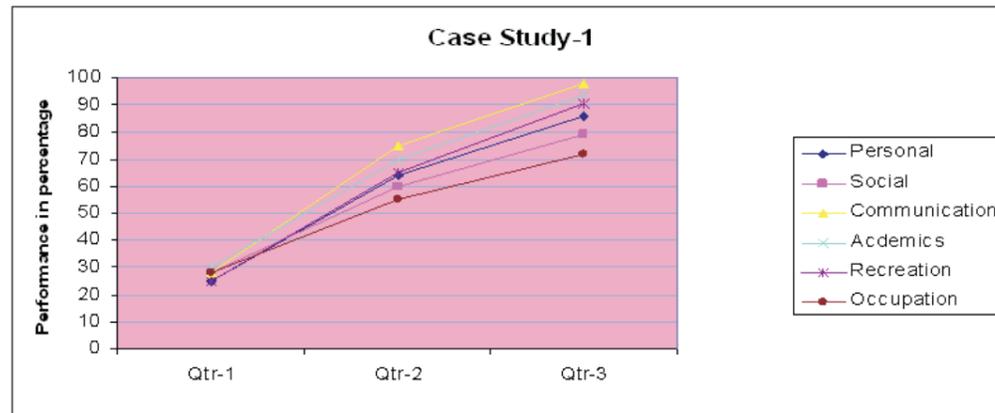
In medical examination the child was found to have weakness in right upper limbs, limited range motion and diagnosed as Right infantile hemiplegic's cerebral palsy with moderate developmental delay. Children were assessed by rehabilitation professional and appropriate intervention given to the child, based on age and educational need the child were referred to special education department.

In special education the current level of functioning in various areas at the time of reporting in THPI was recorded. The child had difficulty in fine motor, personal, social, academic, occupational, and recreational skill. The child was referred to early childhood special education for a period of one year (5-11-2012 to 5-11-2013). A detailed assessment using FACP tool for age group 3-to 6 years was carried out. According to the needs of the child the special educator set annual goal for a 1 year period and short term goal for every 3 months. Based on need of the child, the special educator developed an action plan to implement the goals. Child has been intervened by using various strategies/techniques to elicit desired improvement.

**Intervention for Children with intellectual disabilities associated with cerebral palsy through Special Education Service. (Early Childhood Special Education-3 to 6Year) Table-1**

Assessment Tool	Current level during the time of assessment	Target goals	Teaching techniques (includes various method)	Intervention /activities	Outcome of child performance
(FACP- Functional assessment checklist programming).	Lack of gross and fine motor skills.	To enhance fine motor skills.	Play way method	Clay molding, peg board,	• Improvement in holding pen& pencil
	Difficulty in counting object.	To enhance meaning full counting	Play way method & multisensory approach.	Counting using tinker toys, different object Scribbling	• Counting and writing object upto 10.
	Not able to match primary color	To identify primary colour	Play way method & multisensory approach.	Flash card,colour full material	• Identified primary color-blue, green,
	Does not sit at one place for required time to complete the activity	To enhance On seat-on task behavior	Prompting, motivating for active reinforcement	All the activities mentioned above	• Sitting in the class room colour without parents
	Difficulty socialization	To enhance peer group activity	modeling Play way method	Sand play imitative play, sharing greeting	• Playing with friends attending to the teacher
	Mild Development Delay in speech	To improve functional usage of communicatio	Auditory integration therapy.	Speech training	• begun speaking in simple sentences.

FIGURE-1



#### OVERALL IMPRESSION

The child has succeeded through various teaching strategies/techniques and showed significant improvement in each area. The parents were satisfied with their child's improvement; the child has been referred in general school, now the child studying in Standard School in Dilsukh Nagar, Hyderabad.

#### CASE STUDY - 2

“Y”- Child aged 3 year, belonging to lower socio-economic status was brought with complaint of delayed development in motor, cognitive and speech abilities the child was born to non-consanguineous union, currently lives with his parent. The pre-natal history revealed that mother had general weakness as she was carrying twins and also delayed child birth cry.

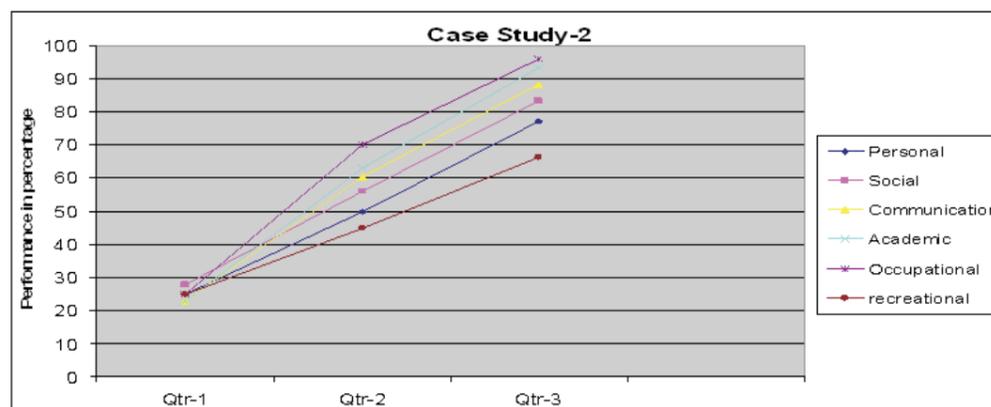
The child reported at THPI on 31-10-2011 further child has been assessed by the multidisciplinary team. She was referred by a school teacher, as the child did not pay attention in the class and exhibited abnormal behavior and admission to the regular class of the school was denied. In medical examination child has weakness in left upper limbs with restricted range of movement and diagnosed as left hemiplegic's cerebral palsy with mild development delay. And appropriate intervention given to the child by rehabilitation professional. Then child was referred to special education department. At the time of reporting child's current level was recorded. The child referred to early childhood special education for a period of one year (05-11-2012 to 5-11-2013). A detailed assessment done using FACP for age group 3-to 6 years was used. According to the needs of the child the special educator set a long term goal. Child has been intervened by using various strategies/techniques to elicit improvement.

Intervention for Children with intellectual disabilities associated with cerebral palsy through Special Education Service. (Early Childhood Special Education- 3 to 6Year)

Table-2

Assessment Tool	Current level during the time of	Target goals	Teaching techniques (includes various method)	Intervention/ activities	Outcome of child performance
FACP- Functional assessment checklist programming	Lack of fine motor skills.	To enhance fine motor skills.	Play way method	Clay molding, peg board, playing with tinker toys. Scribbling	Improvement in holding pen& pencil and scribbles and copying
	Complexity in counting object.	To develop meaning full counting object	Play way method & multisensory method.	Counting using different object	Counting objects upto 10.
	Incapable to match primary colour.	To identify primary color	Play way method & multisensory approach.	Flash card,colour full material	Identified primary color- blue, green, yellow.
	Poor socialization	To enhance peer group activity	Play way method	Sand play imitative play, sharing greeting	Playing with other children has begin.
	Mild Development Delay in speech	To improve functional use age of communication	Auditory integration therapy.	Speech training	Speaking in simple sentences.

FIGURE-2



**OVERALL IMPRESSION**

The child has showed significant improvement in each area. This facilitated him to attend the normal school along with other children. The parents were satisfied with their child's improvement. Now the child has been studying in blue star private School, in Kothapet, Hyderabad.

**CASE STUDY -3**

“Z”- Child aged 4 year, from a lower socio-economic status was brought with complaint of development delay with bilateral visual impairment, communication and speech abilities, the child was born to consanguineous union, currently lives with his parent. There is no significant history during pre-natal & natal history child had attack of seizures disorder for which under medication. She was referred by a school teacher, as the index child did not pay attention in the class and exhibited abnormal behavior, difficulty in reading, writing and admission to the regular class of the school was denied.

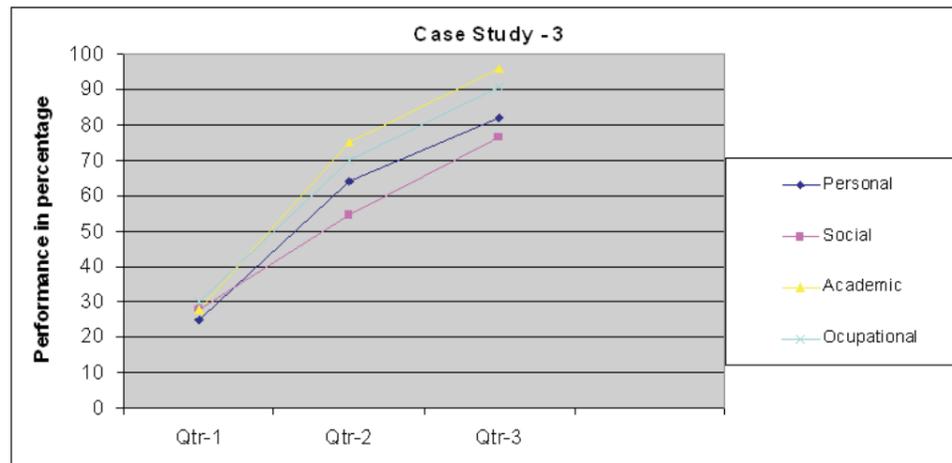
The child reported at THPI on 10-08-2010 further child has been assessed by the multidisciplinary team. In medical examination found that child has functional difficulties in range of motion in the limb, with low vision. And diagnosed as development delay with visual impairment. Children were assessed by rehabilitation professional and appropriate intervention given to the child, to enhance academic skill child were referred to special education department. The child had difficulty in self help skills, fine motor skill and in vision. She required physical prompt to hold the pencil & write with more of tactile stimulus. This child referred to early childhood special education for a period of one year (5-11-2008 to 5-11-2009). Here a detailed assessment was done using FACP .According to the needs of the child the intervention given by special educator.

Intervention for Children with intellectual disabilities associated through Special Education Service in (Early Childhood Special Education-3 to 6Year)

**Table-3**

Assessment Tool	Current level during the time of assessment	Target goals	Teaching techniques (includes various method)	Intervention activities	Outcome of child performance
FACP- Functional assessment checklist for programming	Low vision	To enhance optimum usage of distance object vision	Play way method,	Tactile board, colour contrast, teaching, Braille instruction learning material. Auditory stimulation	Able to identify object(the child has been provided spectacles)
	Lack of fine motor skills.	To enhance fine motor skills.	Play way method	Clay holding, peg board, playing with tinker toys. Scribbling	Improvement in holding pen& pencil and writing
	Not able to match primary Colour.	To identify primary colour	Play way method & multisensory approach.	Flash card,colour full material	Identified primary colour-blue, green, yellow.
	Poor socialization	To enhance peer group activity	Play way method	Sand play ,sharing greeting	Playing with other children has begin.

FIGURE 3



#### OVERALL IMPRESSION

The Child has succeeded through various teaching strategies / techniques and showed significant improvement in each areas. This facilitated her to attend the normal school along with other children. The parents were satisfied with their child's improvement. Now the child has been studying in private School, L.B. Nagar, Hyderabad .

#### RESULTS AND DISCUSSION

From the above case studies shows that all the three Children showed significant improvements in the area mentioned and portrayed in Figure No- 1, 2 and 3. In that the areas of personal, academics, social, occupational had been taken into account. Once in every three months reassessment has been made for all the cases by using FACP, and provided training by adapting multisensory approaches, play way methods, auditory integration therapy, prompting, modeling and reinforcement modeling. Similar findings had been reported by Aluganti Prasad (2004) as inclusive education provides quality education and changes discriminatory attitudes within communities. The children were regular in their training period and intervention was provided by multidisciplinary team of THPI. The participation from the parental side was optimal.

Third quarterly evaluation revealed drastic improvements to the extent and they were selected for mainstreaming in the normal school. Parents were counseled regarding the children's condition. The 3 children were integrated in normal school is due course of time. Even though the child had mainstreamed in the school, the intervention from multidisciplinary team will continued still resulting in a significant improvement in the child condition.

#### IMPLICATION

The study clearly indicates that 3 children with intellectual disabilities associated with cerebral palsy undergone intervention through multidisciplinary team in THPI, The special educator played a vital role towards preparation of readiness skills for bridging the gap between in regular education system. It is evident that, inclusive education concept for children with multiple disabilities mainly emphasize co-operative teaching, co-operating learning, collaborative problem solving for effective classroom practice in school system.

As declared by the UN millennium development goal-2 of education for all by the target date of 2015, by way of this small successful case study indicates that a "small change can make differences in the process of educating the person with multiple disabilities in the society.

**Further Direction:** Same Study may be conducted in the future with larger representative's sample.

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