



Final Report of the 22nd Asian and Pacific International Seminar on Special Education

11-16 November 2002, Yokohama, Japan

**Japanese National Commission for UNESCO
The National Institute of Special Education**

**Final Report of the
22nd Asian and Pacific International Seminar
on Special Education**

11-16 November 2002, Yokohama, Japan

**Japanese National Commission for UNESCO
The National Institute of Special Education**

Table of Contents

	Page
Introduction	1
Seminar Participants	5
Seminar Schedule	7
 Addresses	
National Institute of Special Education	9
Japanese National Commission for UNESCO	11
 Summary of Presentation	
Presentation Order	13
Republic of Korea	15
Pakistan	21
Malaysia	23
Indonesia	27
New Zealand	30
Sri Lanka	33
Thailand	40
Japan	43
Nepal	48
Australia	55
Philippines	59
Japan	62
China	68
India	86

Introduction

1. Preface

The National Institute of Special Education (NISE), an independent administrative institution, has been holding APEID Seminars on special education since 1981, as one of the centers to cooperate with the Asia and the Pacific Programme of Educational Innovation for Development (APEID). Since fiscal 2002, the Seminar has been held under the title of "Asian and the Pacific International Seminar on Special Education" jointly by the NISE and the Japan UNESCO Committee.

2. About this year's Seminar

This Seminar is implemented for the purpose of contributing toward the development of special education in particular and improvement of education in general in the Asian and Pacific and the Oceanian countries, with the NISE inviting experts of special education from various countries. This year's Seminar's theme was "The Current Situations and Future Trends of Educational Practice for Children with Visual or Hearing Impairments - Practice and Its Outcome of Educational Support in Each Country". Research presentations by the delegates of the participating countries and a symposium were held during the period of six days from November 11 to 16, 2002, with the Yokohama Symposia as the main site.

The Seminar was participated by 13 countries namely Australia, China, India, Indonesia, Japan, Malaysia, Nepal, New Zealand, Pakistan, the Philippines, South Korea, Sri Lanka and Thailand. These countries' special education experts participated as seminar presenters. The Seminar was also participated by many NISE staff, Japanese researchers, and teachers of special education schools among others. This year's Seminar is outline below.

3. The Seminar

1) Theme

The Current Situations and Future Trends of Educational Practice for Children with Visual or Hearing Impairments - Practice and Its Outcome of Educational Support in Each Country"

2) Organizer:

The National Institute of Special Education, Japan (NISE)
The Japanese National Commission for UNESCO

3) Seminar schedule

November 11 (Monday) - 16 (Saturday), 2002

4) The presentations and Symposium

This year's Seminar held presentations, discussions and a symposium under the theme "The Current Situations and Future Trends of Educational Practice for Children with Visual or Hearing Impairments - Practice and Its Outcome of Educational Support in Each Country" by focusing on the education for the sensory impaired children.

The presentations were made by the 14 persons representing the 13 countries as listed below based on the above theme.

5) The presentations

In the presentations, the delegates reported on a) the contents and method of education for children with visual or hearing impairments, b) development and use of teaching aids for such children and c) education for such children in ordinary schools.

In the morning of Day 1 of the presentations, the Pakistani representative made a presentation entitled "Providing Effective Teaching Material and Methods for Children with Visual Impairment", and the Malaysian representative, "The Current Situations and Future Trends of Educational Practice for Children with Visual Impairment - Practice and its Outcome of Educational Support in Malaysia-", in relation to "contents and method of education for children with visual impairments ", followed by discussions.

In the afternoon, the following presentations were made, followed by discussions, mainly in relation to "education for the visually impaired children in ordinary schools":

Indonesia: "Practice and its Outcome of Educational Support in Malaysia";

New Zealand: "Educational for Children with Visual Impairment in Regular Schools NEW ZEALAND";

Sri Lanka: "The Current Situations and Future Trends of Educational Practice for Children with Visual Impairment";

Thailand: "Thailand of Education Development Plan on the Provision Education for the Disabled of THAILAND";

Japan: "The roles of Schools for the Blind as Centers for Supporting the Visual Impaired - Mainly Support for Visually Impaired Children Attending Ordinary Schools (the case of Kanagawa Prefecture) -"; and

Korea: "Educational for Children with Visual Impairment in Regular Schools".

In the morning of Day 2 of the presentations, the following presentations were made, followed by discussions, in relation to "contents and method of education for children with hearing impairment ":

Nepal: "The Current Situations and Future Trends of Educational Practice for Children with Visual/Hearing Impairments - Practice and its Outcome of Educational Support in the Kingdom of Nepal -";

Australia: "Spoken Language Outcomes for Australian Children with Impairment Hearing: Present and Future Trends";

the Philippines: "The Cooperative Learning: A Proposed Technique in Teaching Reading with Comprehension to Students with Hearing Impairments"; and
Japan: "The Early Intervention for an Infant with a Hearing Impairment - Support in the First Sixteen Months -".

In the afternoon, the following presentations were made, followed by discussions, mainly in relation to "education for the hearing impaired children in ordinary schools":

China: "Rewrite the Lives of Children with Hearing Impairment: A Case Study of an LRC Teacher"; and

India: "Educational of Hearing Impaired Children in Regular Schools".

These were followed by General Discussion in which the participants actively asked questions and held discussions and exchanged opinions.

From the presentations made by the delegates, the pending issues shared by the participating countries seemed to be 1) early detection of impaired children and taking of medical and educational countermeasures, 2) improvement of the school attendance rate of the impaired children, 3) need for special education for the impaired children and establishment of the educational program to serve as the basis of such education and 4) training of full-time special education teachers. Opinions were actively exchanged concerning the outcomes of the educational support system through inclusion.

6) The Symposium

The Symposium was held on Day 3 under the theme " The Current Situations and Future Trends of Educational Opportunities for Children with Visual or Hearing Impairments and Education Meeting Individual Needs".

As panelists, Australia's Dr. Rickards reported on the present state of the education for the hearing impaired children in Australia, Ms. Fabros of the Philippines reported on the country's measures and policies concerning and the present state of the education for the impaired children, and Mr. Chida of Japan reported on the educational system in Japan and the need for special education, and the present state of the special support education. Following these reports, the participants held active discussions and opinion exchange on such matters as (1) the development of the curricula for the education of the impaired children, and creation of the systems for training full-time special education teachers and providing special education training for ordinary teachers, and (2) promotion of information and people exchange by constructing an international cooperation network for the development of special education in the Asian and Pacific region.

7) Institutional visits

In the morning of Day 4, the delegates visited the NISE building and its adjacent National Kurihama Special School. In the afternoon, they visited the Yokohama Municipal School for the

Deaf and the Yokohama Municipal School for the Blind. At these institutions, they observed the actual instruction scenes and held discussions with the teachers in charge to exchange information, and gathered information for use as educational data and references in the participating countries.

CHIDA Koki

(Director, Department of Education for Children with Visual Impairments)

Seminar Participants

Delegates of Participating Countries

Australia

Dr. Field Winston Rickards

Professor of Education of Hearing Impaired.

Vice-President of Academic Board, the University of Melbourne. Pro-Vice Chancellor of the University of Melbourne

China

Ms. Yang Xijie

Research Assistant,

Special Education Division, China National Institute for Education Research

India

Dr. Jitendra Mohan Hans

Senior ENT Specialist & Head of the Unit.

Dr.R.M.L.Hospital, Ministry of Health & Family Welfare Govt. of INDIA

Indonesia

Mr. Sudiyono

Senior Researcher, The Curriculum Development Centre, National Institute for Research and Development, Ministry of National Education

Japan

Mr. Kudou Shinichi

Kanagawa Prefectural Hiratuka School for the Blind

Dr. Sato D.S. Masayuki

Chief of Section, Dept. of Education for Children with Speech and Hearing Handicaps, NISE

Malaysia

Ms. Wong Yuet Leng

Assistant Director, Curriculum for the Low Vision and the Blind Unit, School Management Division, Special Education Department, Ministry of Education Malaysia

Nepal

Mr. Laba Prasad Tripathee

Director in Primary Education Division, Department of Education

New Zealand

Ms Joanna Curzon

Senior Adviser, Operational Policy & Support, Group Special Education Ministry of Education

Pakistan

Mrs. Rabia Amir

Deputy Director National Institute of Special Education Islamabad.

Philippines

Dr. Minerva T. Fabros

Education Supervisor II- Regional SPED Supervisor Department of Education-Region X I

Republic of Korea

Mrs. Kyung-Sook Kang

Educational Researcher at the Korea Institute for Special Education(KISE)

Sri Lanka

Mrs.Hema Malinee Perera

Deputy Director of Education Ministry of Human Resources Development, Education and Cultural Affairs

Thailand

Mrs. Lamphung Srimeechai

Educational Officer, Division of Education for the Disabled, department of General Education, Ministry of Education

Schedule of the 22nd Asian and Pacific International Seminar

November. 11 (Mon)

Arrival at Narita and Check In

November. 12 (Tue)

Registration & Orientation, Opening Ceremony, Discussion, Group Photograph and Welcome Party

- Registration & Orientation
- Opening Ceremony
 1. Opening Address by Mr. Hosomura, Director General, NISE
 2. Address by Japanese National Commission for UNESCO
- Discussion

Theme: Providing Effective Teaching Materials and Methods for Children with Visual Impairments

 1. Ms. Kyung-sook Kang (KOREA)
 2. Ms. Rabia Amir (PAKISTAN)
 3. Ms. Wong Yuet Leng (MALAYSIA)
- Discussion

Theme: Education for Children with Visual Impairments In Regular Schools

 1. Mr. Sudiyono (INDONESIA)
 2. Ms. Joanna Curzon (NEW ZEALAND)
 3. Ms. Hema Malinee Perera (SRI LANKA)
 4. Mr. Lamphung Srimeechai (THAILAND)
 5. Mr. Shin'ichi Kudo (JAPAN)
- Welcome Party

November. 13 (Wed)

Discussion

- Discussion

Theme: Providing Effective Teaching Methods and Materials for Children with Visual/Hearing Impairments

 1. Mr. Laba Prasad Tipathee (NEPAL)
 2. Dr. Field Winston Rickards (AUSTRALIA)
 3. Ms. Minerva T. Fabros (PHILIPPINES)

- Discussion

Theme: Education for Children with Hearing Impairments In Regular Schools.

1. Mr. SATO D.S Masayuki (JAPAN)
2. Ms. Yang Xijie (CHINA)
3. Dr. Jitendra Mohan Hans (INDIA)
4. Question and Answer Session

November. 14 (Thu)

Symposium and Closing Ceremony

- Symposium

Theme: The Current Situations and Future Trends of Educational Practice for Children with Visual and/ or Hearing Impairments According to Each Educational Place and Individual Needs.

Symposist: Mr. Shishido, NISE (Chairperson)

Mr. Chida, NISE

Ms. M. T. Fabros of Philippines

Mr. F. W. Rickards of Australia

- Closing Ceremony

- Study Visit

November. 15 (Fri)

Study Visit

- Move to National Kurihama School for Children with Disabilities

- Move to NISE

1. Dept. of Education and Information Technology
2. Clinical Center for Children with Special Needs
3. Yokohama City School for the Deaf
4. Yokohama City School for the Blind

November. 16 (Sat)

Leave Japan

Address

Mr. HOSOMURA Michio

President

National Institute of Special Education

Good morning to our overseas representatives participating in today's seminar, as well as our other participants.

It is my great pleasure to present the opening address on behalf of the National Institute of Special Education for the opening of the twenty-second Asia-Pacific Special Education International Seminar.

First, I wish to express my sincere appreciation to everyone participating in this educational seminar. At the same time, I am very grateful that the seminar is being held again this year with overseas representatives who are working hard to enhance and develop special education in their own countries.

In the field of special education, it is important to provide specific education under special consideration in order to draw out the full potential of disabled children and to allow these children to fully display their real abilities. It is also important to provide appropriate education that will allow these children to become independent, active members of society. Society as a whole, including elementary and junior high school students, must deepen its understanding and awareness of disabled children.

Problems faced and challenges to overcome may differ among countries; however, while recognizing these differences, it is essential that we continue assisting and encouraging disabled children to overcome various problems and actively participate in society.

We firmly believe that everyone can learn from the experience of different countries, even though the efforts directed toward special education differ in each country.

Furthermore, I strongly believe that the exchange of information on special education in different countries will greatly enhance the development of special education.

As an APEID special education seminar held through the joint sponsorship of the National Institute of Special Education and the Japanese National Commission for UNESCO, this seminar has been held annually since 1981 with the purpose to enhance special education in APEID member countries.

And since 1981, 289 overseas participants, including government officials, researchers and educators, have been invited from the Asia-Pacific region.

At last year's twenty-first seminar, APEID's sixth-term project plan was completed and the framework of APEID significantly revised, with the conventional classification of special education eliminated.

From FY2002, this seminar will be held as the "Asia-Pacific Special Education International Seminar," and under the same joint sponsorship with the Japanese National Commission for

UNESCO, the seminar will focus on specific themes, and its achievements will be disseminated to workers in the field of education throughout the world as a means to further contribute to the development of education.

This year's theme is the present situation and problems related to education for children with visual and hearing impairments, and research presentations and a symposium will specifically address this theme.

The issue of education has become a global issue in recent years. The realization of equal, less restricted education for all children is no longer the issue of a single country; "education for all" and the promotion of independence and participation in society are the common goals of education today. During this seminar, discussions focusing on education for visually and hearing impaired children will be held, and I expect this seminar to be an excellent opportunity, both to learn from the experience of each other and to develop cooperative relationships.

In conclusion, the Ministry of Education was renamed the "Ministry of Education, Culture, Sports, Science and Technology" as part of the reorganization of central ministries and agencies in January 2001, and the "Special Education Division" responsible for the administration of special education was renamed the "Special Support Education Division." In the past, special education was based on the concept of offering appropriate education based on the type and level of disability in special environments, such as schools for the deaf and blind, schools for physically and mentally challenged children, and classes for children with learning disabilities; a change in concept is required, however, making it essential that we understand the special education needs of disabled pupils and students and offer appropriate educational assistance. The Ministry of Education, Culture, Sports, Science and Technology is actively implementing measures for pupils and students who require special education support in regular elementary and junior high school classrooms. Our institute was established as a direct agency under the Ministry of Education in 1971, and was reconstituted as the "National Institute of Special Education" in 2001.

This year's seminar is comprised of research presentations and a symposium, and I fully expect our research institute to strive for even greater international cooperation contributing to the development of special education internationally while cooperating with everyone in the Asia-Pacific region.

I would like to close my opening address with the hope that today's discussions and opinion exchanges will be meaningful to all participants.

Thank you very much.

Address

Welcome Remarks By *Mr. ASAI Takashi*

Deputy-Director for International Affairs

Japanese National Commission for UNESCO

Ministry of Education, Culture, Sports, Science and Technology

Mr.HOSOMURA, President of the National Institute of Special Education,

Distinguished participants,

Ladies and Gentlemen,

On behalf of the Japanese National Commission for UNESCO, and MEXT, the Ministry of Education, Culture, Sports, Science and Technology, I am very pleased to extend my warmest welcome to all the participants from a number of countries at the opening of this seminar.

The National Institute of Special Education and the Japanese National Commission for UNESCO have been organizing the Asia and Pacific International Seminar on Special Education since 1981. I would like to thank the National Institute of Special Education for the great efforts.

At the seminar this year, the theme is "the current situations and future trends of educational practice for children with visual and/or hearing impairments," and the objective is focused on contributing to the development of special education in the Asia-Pacific region.

As you know, "the Dakar framework for Action" which was adopted at the World Education Forum in April 2000 is a collective commitment to action for countries and international organizations to achieve the goal of "Education for All (EFA)." From the viewpoint of international cooperation, Japanese Prime Minister Koizumi has announced "BEGIN: Basic Education for Growth Initiative" in which Japan has put together its approaches for future Japanese assistance to attain EFA, on the occasion of the Kananaskis Summit in June.

In the BEGIN, it was described as the principle that the efforts of developing countries to secure the widest possible participation of their citizens from all levels of society are essential for the attainment of EFA. It is also mentioned that all of the stakeholders in the international community supporting those efforts, namely, bilateral donors, international organizations, NGOs, must collaborate and cooperate together and demonstrate an effective partnership for development. In particular, Japan will attach great importance to collaboration with such international organizations as World Bank and UNESCO that bear a central role for the attainment of the Dakar Framework goals. In addition, Japan will promote collaboration in assistance among donors on a country level and participate in sector-wide approaches in the education sector.

It is indispensable for the achievement of EFA goals to complete preparations for an education system for children who have some impairments and need special consideration. In this regard, I have no hesitation to say that it is very significant for us to link up and to cooperate internationally for the promotion of researches on special education.

Here today, Experts from 12 countries of the Asia-Pacific region have joined this seminar. I hope you will have significant opportunities to exchange opinions and information. I also hope you will gain results from the seminar and bring those back to your respective countries for further deliberation to see that education which copes with each student's needs properly will be provided in the Asia-Pacific region.

In closing, I would like to express my cordial appreciation again to all the staff of the National Institute of Special Education for their work in preparing this seminar, which I sincerely hope will meet with great success.

Thank you very much.

The 22nd Asian and Pacific International Seminar on Special Education

1. Education for Children with Visual Impairment in Regular Schools
REPUBLIC OF KOREA Ms. Kyung - Sook Kang

2. Providing Effective Teaching Material and Methods for Children with Visual Impairment
PAKISTAN Ms. Rabia Amir

3. The Current Situations and Future Trends of Educational Practice for Children with Visual Impairments — Practice and its Outcome of Educational Support in Malaysia
MALAYSIA Ms. Wong Yuet Leng

4. The Current Situation and Future Trends of Educational Practice – For Children with Visual Impairments Practice and Its Outcome of Educational Support in Indonesia –
INDONESIA Mr. Sudiyono

5. Education for Children with Visual Impairments in Regular Schools in NEW ZEALAND
NEW ZEALAND Ms. Joanna Curzon

6. The Current Situations and Future Trends of Educational Practice for Children with Visual Impairments
SRI LANKA Ms. Hema Malinee Perera

7. Thailand of Education' Development Plan on the Provision of Education for the Disabled
THAILAND Ms. Lamphung Srimeechai

8. The Roles of Schools for the Blind as Centers for Supporting the Visually Impaired – Mainly Support for Visually Impaired Children Attending Ordinary Schools (the Case of Kanagawa Prefecture) –
JAPAN Mr. Shin'ichi Kudo

9. The Current Situations and Future Trends of Educational Practice for Children with Visual/Hearing Impairments - Practice and Its Outcome of Educational Support in the Kingdom of Nepal
NEPAL Mr. Laba Prasad Tripathee

10. Spoken Language Outcomes for Australian Children with Impaired Hearing: Present and Future Trends
AUSTRALIA Dr. Field Winston Rickards
11. The Cooperative Learning: A Proposed Technique in Teaching Reading with Comprehension to Students with Hearing Impairment
PHILIPPINES Dr. Minerva T. Fabros
12. The Early Intervention for an Infant with a Hearing Impairment —Support in the First Sixteen Months—
JAPAN Dr. SATO D.S. Masayuki
13. Education for Children with Hearing Impairments in Regular Schools
CHINA Ms. Yang Xijie
14. Education of Hearing Impaired Children in Regular Schools
INDIA Dr. Jitendra Mohan Hans

REPUBLIC OF KOREA

Ms. Kyung - Sook Kang
Education for Children with Visual
Impairment in Regular Schools

1. The Inclusive Education of Students with Visual impairment in Korea

In contrast to other areas of disabilities, students with visual impairment in Korea have not been educated inclusively, but they usually get education at a special school with a dormitory system until high school. However, it is much easier to educate students with visual impairment in an inclusive setting than students with other disabilities, if there are some subsidiary facilities to help them and they get educative cares by general teachers.

There are 12 special schools for the students with visual impairment all over the country, which means there is one school of that kind in a province or city and we have two in Seoul. And a recent research has shown that many students with low vision(above 60%) are included naturally in general schools(2001, KISE). Now it is the time to support students with visual impairment who are being educated in general classes. This year, two-year Hankuk National College of Rehabilitation & Welfare has opened, whose admission and school fees are paid by national treasury. 7 students with visual disabilities are attending academic courses in that college. Hence the students with visual impairment have an opportunity to be high-educated together with general students.

The advantages of inclusive education contain the opportunities to get social interaction with their peers, to have access to the same curriculum as their peers, and to live in their home communities without residing away from home. If these opportunities are not given to the students with visual impairment, they cannot make their self-conception realistic by living only with their classmates in small classes from the 1st grade of elementary school to the 3rd grade of high school. It can make them show a tendency not to get along with general persons after they have grown up.

There is also an advantage of inclusive education to the general people including their sighted classmates. They will learn the differences among human beings and see how people with visual impairment adapt to the visual world in order to accomplish their goals.

However, there is a factor to make inclusion more difficult. At present, the occupational subjects for the students with visual impairment are restricted to the oriental massage as physiotherapy including acupuncture. Owing to the fact that most people with visual impairment can be economically independent if they finish the course of the oriental massage as physiotherapy, the administrators and the oriental massage teachers don't feel keenly the necessity of inclusive education and don't want to practice it. But when the inclusive education is activated, the range

of subjects will be broader and it can lead them to more various job areas according to student's interests and talents.

And, if the parents want their children with visual disabilities to study in general classes, the students can get an inclusive education. When a student with visual impairment has ability to take an academic participation, most parents prefer that the student remain in a regular school as long as a special teacher(itinerant teacher) is available to support his or her academic activities. Most students who have only visual impairment should be in regular classrooms because they can get both academic and social benefit. Actually over 1/3 of students with visual impairment have been preparing for the scholastic aptitude test for universities through self-study after classes.

2. Constructing an Educational Environment to Facilitate the Inclusive Education

In the situation of inclusive education, the students with visual impairment should be given sufficient chances to be familiar with the environment around the classroom. Students should have access to regular orientation and mobility. Instruction for orientation and mobility should take its emphasis on familiar routes and destinations, which will help the children become independent in their own environment.

To include the students with visual impairment, it is needed to get cooperation from general teachers, and there should be realistic support rather than an enormous change in the aspect of facilities, in other words, reasonable accommodation is needed.

1) Academic factors

(1) Teaching content and method

- ① Curriculum accommodation: Teaching method should be accommodated only when it is necessary. And the educational goal is to be applied equally to both general students and students with visual impairment.
- ② Evaluation accommodation: The students with visual impairment can take much more time on test and when submitting homework than general students, and enlarged copies, braille and recorded materials should be offered on test. This is a good way for the students with visual impairment to be prepared for the OECD academic achievement test.

(2) Material and device support

- ① The students with blind: For blind children who cannot read, the use of textured or auditory materials is helpful to identify features. And they can listen to the classmates who read out stories while they touch the texture. And a large desk should be provided to put a braille typewriter and various learning materials on it.
- ② The students with low vision: A magnifying glass and CCTV can be useful, but the main reading medium is general or magnified letters. Recorded materials, technical devices, and

braille are also needed. The arrangement of lighting and the seats of students with low vision should be taken into consideration so as to help them preserve their remained eyesight. Students with low vision get benefit from high color contrast of the devices. High contrast in lighting and in color would be helpful for the students with low vision to see the environment more clearly.

- ③ The students with multiple and visual disabilities: In general, the students who have visual and multiple disabilities have difficulty in understanding how communication is associated with objects, events, and people. Teachers should work out to help these students understand the meanings of words by relating them to experiences and events. Often, the best materials are real objects, not highly technological materials.

Learning should be achieved by functional and concrete method, using tangible materials and events that can be felt by physical senses instead of broad ideas that are described only in languages.

2) Social skill factors

As shown in the passage above, teaching method, text utilization and evaluation should be considered for inclusion in general setting. In addition to that, training for human relationship should be provided to decrease a sense of inferiority, and to solve the psychological matter of the students with visual impairment. Because of the visual limitations, students find it difficult to catch what others are showing by facial expressions. Especially when a student with visual impairment has other disabilities, he/she may not want to interact with others.

Therefore social skills need to be developed because they are indispensable for living as a member of community. The methods are: first, encouraging students to participate in an extra-curriculum such as camping, club activities and athletic meeting with general students. And making general students form peer helper groups to minimize visually impaired students' psychological stress from inclusive education. Second, giving students chances of being counseled to solve the conflicts and to get rid of the stress from inclusive education. To provide these opportunities, public welfare institutes should make efforts. Third, giving general students a chance to experience the visual disability for understanding the students with visual impairment, having them learn the braille, and making them familiar with the special technical devices for the students with visual impairment.

3. The Case of Successful Inclusive Education at the School level

Although the actual condition of inclusive education in special schools for the students with visual impairment is very poor, the inclusive education in schools can be classified into two: one of them is letting general students be educated in special schools in order to give them a chance to understand students with visual impairment and to share the experience of disabilities. The other is letting students with visual impairment be educated in general schools.

In the case of Seoul National School for the Blind, general students got an education with the students with blind in the class of club activities. Another inclusive education has been executed every other week in a kindergarten as an effort for inclusion.

Beside these cases, a special school has set up a plan to program an inclusive education systematically and performed it for 2 years through the cooperation with a general school. Following is the successful case of the school, which is recommendable for inclusive education.

<Beautiful Consensus>

The students with visual impairment who are fully included in regular schools

- The case of inclusive education at Taejon School for the Blind

* First Session for one year

1) **Goal:** Searching for an effective management method for the inter-school inclusive education

(1) Support for the environment

: Cooperative schools were selected, an organization for the inclusive education was set up, a teacher training program was performed, and conferences were held. Also, survey for the basic management of the inclusive education was done, the facilities for the inclusive education were installed, and the 'Guide to Inclusive Education' was published and distributed.

(2) Range of inter-school inclusion

: After the students for the inclusive education had been selected and arranged in schools, the range of curriculum and education period was set. One- or two-week inclusive education program per month was scheduled for seven months per year.

(3) Searching and adaptation of the method for instructive accommodation

: The instructive accommodation, that is, the syllabus of cooperative instruction was utilized, analyzing the individual status of students visual impairment.

(4) Searching the method for improvement of peer interaction

: Natural human relationship was induced by selecting peer tutors, peer helpers, or peer special friends among the volunteer non-disabled students.

2) **Result:** The experience of inclusive education increased the confidence of students with visual impairment in their learning, everyday lives, and making friends.

* During the second session, the subjects for the full inclusion were selected among the students with visual impairment and their special needs were analyzed while the assistant program for the full inclusion was devised and applied.

* Factors of Success in Inclusive Education

Students' ability of communication, intelligence or appearance were merely influential. Selfish students were unsuccessful in inclusion. The personal factors and skills of personal relationship were important in the success of inclusive education.

* Difficulties in Inclusive Education

Though special teachers originally agree on the inclusive education, they cannot afford for it in the aspect of practice. Teachers in regular schools are not fully aware of inclusive education. The size of general classes is large, and the noises in the classroom hinder inclusive education when the students with visual impairment mostly depend on the aural sense.

4. National Support and Effort for Inclusive Education of Students with Visual Impairment

The Ministry of Education & Human Resources Development encourages inclusive education by providing incentive to the schools designated as a model. Since it is not easy for a local school to practice the inclusive education spontaneously, national systematic supports are required. They should arrange itinerant special teachers in general schools in connection with special schools for students with visual impairment. And they should transcribe documents in braille, and explore plans for supporting technical devices. In Korea, national supports are being provided as follows:

1) Technical devices

The national budget has been approved to support a private company which develops technical devices for students with visual impairment.

(1) Provide braille note taker (Hansone braille) manufactured by HIMS (Human Interface Machines)

: National budget, 2.97 billion for 600 EA, has been approved to assure the right of information accessibility for the students

The authority has determined to provide braille note takers (internet, saving files, printing out, reading out, searching) for 600 students among students in 12 special schools all over the country, who are the blind that necessarily demand braille use, or students with low vision that have difficulties in using magnified textbooks.

(2) provide the expenses to buy a speech recognition program (Computer Support)

: All devices related to the information technology, intranet installment are already provided nation wide

2) Textbook in braille

: Produce and supply textbooks in braille for the students with blindness (370 million)

3) Enlarged textbook

: Produce and supply enlarged textbooks transferred from all textbooks of elementary school (560 million).

4) Educational system for students with disabilities at home by Korea Institute for Special Education

: Develop another educational mode for the students with visual impairment

5) Development plan on multimedia self-study books by computer-enhanced learning

: Assist learning by connection with braille note taker

6) Deployment of Braille transcribers, embossers, cassette tape duplicators and studios for Recording

: Support learning compensatory devices for the students with visual impairment in Hankuk College of Rehabilitation and Welfare

* In total, 230 students are enrolled and among those, about 130 are with disability, including 7 visually impaired students majoring in applied music, rehabilitation / welfare and computer game development. The students with visual impairment are supported as follows:

- During vacation, prepare electronic textbook for coming semester with the help of volunteers
- Provide Korean Braille note taker (Hansone)
- Provide classroom material for professors and students by transcribers

In conclusion, A lot of supports have to be done for the successful inclusive education of the student with visual impairment: the collaboration between the general education teacher and special education teacher, useful program for inclusion at school level, various kind of national supports like as technical devices, educational materials.

PAKISTAN

Ms. Rabia Amir

Providing Effective Teaching Material and Methods for Children with Visual Impairment

Unlike the regular education system that has undergone transformation, the methodology of educating the visually impaired persons has been developing at a slow pace. The reason being lack of awareness about the abilities of blind community and financial constraints that impede rapid adaptation to modern approaches. Broadly speaking, the system of educating persons with visual and other disabilities may be classified as traditional and modern where modern is the one that calls for a greater integration of blind students in regular schools for their social mainstreaming later in life.

The methods available to teach and train visually impaired students have been developing ever since it was realized that blind people should be given formal and informal education. However the methods prevalent in Pakistan range from learning- by- rote techniques to computer with speak out facilities. The availability of these modes varies from person to person and region to region and is subject to social and financial constraints.

Whilst safeguarding principles of inclusion, flexibility is essential if visually impaired children are to make the best use of dedicated literacy time in schools. There is a need to develop new inclusive approaches that reflect the best strategies for teaching visually impaired children using large print, tape, braille and other communication systems. In Pakistan also, the special education teachers been trained to support their professional development and have access to case study materials reflecting a broad range of approaches to literacy for visually impaired children. They are prepared to follow a more flexible approach to the exchange of resources, expertise and joint training within a region to:

- * improve information about availability and suitability of learning materials
- * guarantee high quality braille teaching
- * enable staff to share experiences and expertise in teaching communication and literacy to children with impairment

With the arrival of Braille, the medium of instruction for person with visual impairment was formalized. Due to significant difference between regular education and Braille, it has been a common practice to separate children learning through Braille from the formal education system and hence special education centers were established. Braille slates and Perkins Brailers are the most commonly used instruments. The students are taught in Braille but when it comes to examinations, which is conducted by Federal Board of Examination, the ability of blind student is tested and assessed through provision of 'writer'.

The large text printing has also been quite popular to facilitate reading by low vision persons. Due to scarcity of resources and lack of educational material in remote and under developed areas, children are usually taught remunerative skills to enable them to make economic contribution as other family members do.

With the passage of time and with advancement in technology, in Pakistan also, the use of modern technology like computer with voice synthesizer and the like, is being utilized at initial basis at National Library and Resource Center.

The prevailing situation regarding the provision and use of teaching material shows that the services to visually impaired persons/students need improvement. At present, the educational resources currently being utilized include: assessment of vision, early intervention, special schools, vocational services, talking books, Braille, print, low vision aids, Braille production equipment, mobility training and aids, computer technology and low vision training.

The services available for visually impaired persons are not being fully used due to lack of awareness amongst client, lack of accessibility, parental and societal attitude, financial constraints and lack of sufficient trained teaching/training staff. The National Institute of Special education, Pakistan is however making all possible efforts for the provision of relevant and up to date training in teaching methodology and in the use/preparation of teaching material for visually impaired children, assessment of low vision, orientation & mobility, vocational training and so on.

There is a hindrance behind the proper development, distribution and use of instructional material in Pakistan due to the gap between manufacturers, suppliers and service providers. There is very little encouragement for the manufacturers of the devices/aids for visually impaired persons. Thirdly there is a need of proper resource centers at various levels for distribution of assistive devices. The number of Braille production units/presses is very small which is insufficient to cater the need of Braille books at country level.

With the financial and technical support from some International organizations like JICA, Sight Savers International, Norwegian Association of the Blind and Partially Sighted, we have been able to provide teaching aids/equipment including low vision aids, Braille production units, vision assessment material, CCTVs, computers with speech synthesizers, mobility aids, vocational training for blind and low vision children and the like.

In special education centers, training was provided to teachers to prepare embossed geometry sets with locally available low cost material which is being successfully used for teaching geometry to blind children. Along with that, the same technique is being used to produce tactile diagrams and maps as well.

In spite of limited resources and services provided to the disabled including visually impaired persons, an awareness among the general public has been created in result of efforts made for the education and rehabilitation of disabled by the Government and non government organizations so far.

MALAYSIA

Ms. Wong Yuet Leng

The Current Situations and Future Trends
of Educational Practice for Children with
Visual Impairments — Practice and its
Outcome of Educational Support in Malaysia

INTRODUCTION

Background of Education For The Blind

The special education for the blind in Malaysia started as early as 1926. The St. Nicholas Home, the first school for the blind was started by the Malacca Anglican Church. And it was not until 1948 that the next school for the blind, the Princess Elizabeth School in Johor Bahru was established.

Later on, even though many special schools for the deaf were built at regularly intervals, the number of special schools for the blind remained the same for a long, long time. It was slowly increased to six up to today. During this long period, majority of the blind students were introduced to the integrated or inclusive programmes in the regular schools.

The Formation Of Special Education Department, Ministry of Education Malaysia

In October 1995, the Special Education Unit was upgraded into a Special Education Department, one of the six departments under the Ministry of Education Malaysia. The department is responsible for the planning, managing, monitoring and assessing all the special programmes in the schools.

Beginning of 2002, the government has made it mandatory for all children to attend schools or else the parents will be brought to court. This policy has certainly created a great impact on the education of the special children, as this is the group who are always left out in the public schools and being kept at home due to various factors.

CURRENT SITUATIONS

Special Education For The Blind

Currently, we have six residential schools for the blind. Only one is catering for the secondary

education, the rest of the five are serving the primary students. The enrolment of the secondary school is 100, under the care of 27 teachers. The five primary schools housed 237 students with 75 teachers. As for the intergrated and inclusive programmes, we have 56 resources teachers and 220 students for the 13 secondary programmes and 65 resource teachers helping the 91 students for the 11 primary programmes respectively.

Meanwhile the blind children are following the national curriculum and sit for the same public examinations as the regular school children. However, the blind children are given an extended 30 minutes of answering time, and very complicated diagrams or maps are simplified for the examinations.

All these existing educational programmes, be it residential, integrated or inclusive, practise high level of interdepartmental co-ordination and co-operation to ensure the success of all the programmes. The Special Education Department, the central coordinator, plays the vital role in the synchronizing of all the activities and programmes that stick to our national values, philosophy and policies in the system.

Admission To The Regular Technical, Vocational, Polytechnic Schools

Starting from 2000, after years of lobbying, the regular technical, vocational and polytechnic schools to recruit the deaf children and have since agreed to take in the learning disabled in year 2003. Hopefully, the blind children will get into the stream soon.

FUTURE TRENDS

New Vocational Schools

In fact, the journey to the access of education for the blind has never been easy. Anyway, under the 8th Malaysia Plan, four special vocational schools, to be distributed in the 4 different geographical zones in Malaysia, will be built. It is planned that each school will accommodate 250 students for the deaf, blind and the learning disabilities.

Courses suggested for the blind are handicraft, agriculture, physiotherapy, music and audio-technology, computer and information-communication technology and etc. Special certificates will be awarded to the graduates of these schools to make certain that the skills acquired are marketable and the quality of the courses is strictly controlled.

Regional Service And Resource Centres

The Special Education Department had set up 6 regional service and resource centres in the

whole Malaysia in order to have an optimal use of resources and also to ensure the greatest resources meeting the highest level of education needs. The noble calling for all of us, who work with the special children, is to help them to reach their fullest potentials thus subsequently contribute to the society.

Introduction of Basic Vocational Subjects In Regular Schools

Right now, the Ministry is in the first phase of introducing basic vocational subjects for the less academically inclined students in the regular schools. This implementation will certainly benefit our children, as majority of the special children falls within this category. The courses suggested for the blind will be handicraft, basic household maintenance or light industries skills training and etc.

Employment For The Disabled

Employment for the Disabled is a much discussed issue globally, in March 2002, the Labour Department of Human Resources Ministry, Malaysian Council For Rehabilitation and the Japanese Association for Employment of Persons With Disabilities had jointly organized a national Seminar On Employment For Persons With Disabilities. An action plan was specially drawn and distributed. As it was mentioned in the chairman's speech that "it will only work provided there is synergy in the collaboration of efforts from everyone ...". It is hoped that the action plan formulated will be put into effect.

Support System - GO and NGOs Partnerships

In Malaysia, as far as special education is concerned, we can proudly and fondly announce that parents, caretakers, individual volunteers and non-governmental organizations have been giving endless, fullest, and generous support towards the implementation of all the special programmes.

To quote a few, the National Council For the Blind, Malaysia had funded generously for the revision of the old Malay Braille Code and sponsoring provisions of white canes to many of our school children. And starting from this year, the affiliated members have adopted schools for the blind, in aim to provide reading materials in Braille, necessary expertise in technical trainings and assist in co-curriculum activities. Likewise, the Malaysian Association for the Blind in Kuala Lumpur has been extending inexhaustible support in giving consultation in the process of teaching and learning of the blind, training staff in Braille code competencies, helping the blind in job-hunting , accessing to the teacher training colleagues and institutions of higher learning and etc. Similarly, there are many community-based rehabilitation centers in the country providing rehabilitations services. Periodically, caring voluntary bodies organize outreach programmes, such

as seminars and motivation courses, to upgrade and update the educational provisions to our special children. All these projects and activities are geared towards the one and identical objective and that is " to provide the equal education opportunities to our children".

Services to the Multiple Handicapped

The Ministry of Education does not provide any service to this group of children in the normal school settings The Welfare Department does sponsor and supervise most of the centres run by the NGOs. The welfare and education of the group, who do have the normal intelligence, is the next for us to work on, as the services provided to them now is minimal. It is our government and people's wish that all the children in our country will enjoy their education while we are experiencing economic growth and galloping into a developed country.

CONCLUSIONS

Finally, it needs to be stressed that, whatever 'education opportunities' are given, they are to be "appropriate interventions pertain to the children's special needs". The curriculum must be tailored, job-oriented, able to lead our children for approaching a successful and gainful employment. This is to ensure that our children, after leaving the sheltered and protected school environments, can still cope with the upheavals of life and survive like the others. It is our expectation, promise and hope that whatever is planned and done will enable our children to grow into loving, happy, independent and contributing INDIVIDUALS..

INDONESIA

Mr. Sudiyono

**The Current Situation and Future Trends of
Educational Practice for Children with
Visual Impairments
Practice and Its Outcome of Educational
Support in Indonesia**

Nowadays in Indonesia there are 945 special schools for children with special needs that consist of 8,911 classrooms in total with 41,015 children with special needs in total. From the 41,015 children, there were 2,945 children with visual impairments ($\pm 13\%$ from the population of children with special needs) that were spread out in the level of pre-primary=250, primary school=1,712, junior secondary=536, senior secondary=125, and integrated schools=321. Further more, in 1995, from the total population of visual impairments some of them have succeeded in taking national examination. In the country, national examination can be used as a national standard of school leaver. Students who have passed the examination may go to regular schools and finally do S1 (sarjana) degree in an institute or university as some of them have done it.

The national examination is held yearly by the end of primary, junior secondary, and senior secondary levels. Students who have passed the national examination will get certificates that can be used to continue their education to regular schools. For instances in 1995 student with visual impairments who took the national exam were 88 students of primary level, 50 students of junior secondary, and 35 students of senior secondary. Usually, students with visual impairments who have succeeded to take the national exam would prefer to continue their education to regular schools that might provide a better educational services.

From the data available, it can also be described that teacher's ratio was 1:3 and classroom's ratio was 1:4. It means that every teacher handle 3 students in his/her school, and in every single classroom was occupied by 4 children of visual impairments. From the data it could be inferred that on the one hand, the government of Indonesia and the society have paid more attention to the development of special education for visual impairments by establishing building of special school with the adequate number of classrooms. In addition, the government has recruited enough number of teachers for the special schools. But, on the other hand, we might be surprised by the lower of enrollment rate (3.7%) for visual impairments (enrollment rate for schools age in Indonesia has reached more than 95%). The question is why the enrollment rate for visual impairment is so lower?

From researches it can be known that the lower of enrollment rate for visual impairments are many, among of them: (1) most special schools are situated in big towns, so that parents who live in the rural and remote areas were reluctant to send their children to the schools. (2) the existing schools for children with visual impairments are mostly special schools. In fact, many children

with visual impairments were not interested to go to the special schools.

Special schools in the country generally use regular schools curriculum by modifying them in some parts to suit the characteristic and needs of children with visual impairments . This policy has been taken due to some reasons. Firstly , in principles there are no different between the needs of both visual impairments and other children. Therefore, they are all necessary to learn and to be taught the same curriculum. In other words children with visual impairments learn the same teaching-learning material as other children do. It is because children with visual impairments will live and work later in the society. Secondly, by learning the same curriculum, children with visual impairments will have the some learning and life competencies as others. Subsequently, student with visual impairment are capable to compete with other and could live independently like other member society. Based on this children with visual impairments of special schools are given opportunity to take part in the national examination.

Further more, in 1980-1984 the Department of Education initiated a pilot project of integrated schools for children with visual impairments. Up to now, the pilot project was not developed as it should be. In fact, the purpose of the project was to motivate other region/schools to take part in providing integrated education services for visual impairment. Hopefully by developing the integrated schools enrollment rate would be increasing significantly.

This pilot project was conducted by selecting the existing primary schools. For the purpose of the project, certain primary schools who has had good teaching-learning facilities and good in their performance were selected. Each integrated school will be provided with special room/space and a special teacher to assist children with visual impairments learning in the schools. The special teachers undergo their main tasks in the special room. So the children with visual impairments could follow teaching-learning process in the schools. It would bring about children with visual impairments could be able to compete with other students in the regular schools.

In fact, the integrated educational services has been supported by 1989 Educational Law of article 3.5.6 that every citizen has the equal right to gain educational services and equal opportunity to go through the existing educational services to obtain knowledge, competencies, and skills to fulfill the demand of basic education's policy of the country. As a consequence of the 1989 Educational Law some provinces determined a policy of certain regular schools to accept children with special needs(including visual impairments) and to have the same right and responsibilities as normal children do in the schools.

Nowadays, most children with visual impairments go to the existing special schools. However, some of them who are bright tend to continue their education to regular schools after their completion of primary school level. Some students with visual impairments have succeeded to do their education up to higher education. Some of them have got certificates of sarjana(51) degree in the field of education, law, political science, etc. Few mouths ago, a student with visual impairment has completed his doctorate degree in the field of language teaching from the University of Education Indonesia. At present he works as the head teacher of feeding school for children with visual impairments. Some others after their completion of university level, mostly worked as teachers(civil servants) in the existing special schools for visual impairments. And the rests who

have completed from special senior secondary education worked as masseuer and musicians.

Developing a model of inclusive school

Recently, Indonesia has experienced a dramatic change of political climate and the demand of freedom of the people to express their opinion. In line with those changes, educational services for children with special needs has now been facing a challenge to reconstruct a new educational law that could more guarantee that all children with special needs have equal opportunity to enter the existing schools for both special schools and regular schools nearby. Up to now children with special needs have less access to undergo their education since regular schools around them have not accommodated them.

Unlike years ago, now the Indonesian government has paid more attention to the private schools by providing an extra honorarium to non-civil servant teachers and providing a subsidized finance for supporting daily activities of the schools. So in the future there will be no more different between private and public schools in terms of their performance. This condition will attract parents and their children with visual impairments to go to the existing schools nearby. It will later increase the enrollment rate of children with visual impairments. In other words in the future the government's policy is to increase the enrollment rate of children with visual impairments by provision of inclusive schools. It will end up with contribution to the success of compulsory education for basic education program in Indonesia.

In principles, the special education system in Indonesia should have a high adaptability. It is because the special education system is expected to provide educational services for all types of impairments through various forms of educational services i.e. special schools, integrated schools, regular schools, and inclusive schools. Therefore, in the near future, the Department of National Education will pioneer twelve centers of inclusive schools spread out through some provinces in the country. The inclusive schools are expected to accommodate children with special needs and other children to learn the same curriculum together and to have the same right and responsibilities. In the inclusive schools handicapped children (include visual impairments) are given the opportunity to study together with normal children at regular schools. Within inclusive schools children with special needs will develop their hidden potentialities and regard themselves as complete human beings. By the provision of inclusive schools, enrollment rate of children with special needs(including visual impairments) would be increasing as they have access to attend regular schools nearby. Through this provision, the Department of Education will be no need only a small additional fund as inclusive schools cost much cheaper than that of special school provision. The Department will provide teachers and special room for each inclusive school.

New Zealand

Ms. Joanna Curzon

Education for Children with Visual Impairments in Regular Schools in NEW ZEALAND

Statistics

New Zealand is approximately 75% of the size of Japan, but has a relatively small population of 3.8 million, or approximately 3% of the total population of Japan.

The most recent census of 2001 found that there were 847,743 children and young people aged 0 - 14, of whom an estimated 13,200 were blind or had trouble with their eyesight that could not be corrected by glasses or contact lenses. 17% of these young people (2,244) had been diagnosed as being blind by an eye specialist.

Also as of 2001, there were 2,718 schools in New Zealand, 96% of which were state schools, employing 46,208 people (41,579 FTTE) in teaching positions.

Where do young people with visual impairments go to learn?

In 1989, changes were made to the Education Act that allowed all children and young people to attend their local school. Since then, the majority of students who are blind and vision impaired attend regular schools.

There is one national school for children who are blind or vision impaired, attended by 53 students, many of whom also have significant and complex inter-related disabilities such as cerebral palsy, autism and intellectual disability. 36 students live in hostels at the school during termtime. The special school also provides a national specialist assessment service, whereby children and their parents come to the school for a week-long intensive range of assessments and consultations.

A further 21 students attend special schools that cater for a range of disabilities and special needs, and 17 learn in special units attached to regular schools. Of the remaining children and young people, a very few learn at home through correspondence school, but the vast majority attend their local early childhood services or schools. Many of these are small schools in rural areas.

Specialised services

Special education services for young people with vision impairments in regular educational settings are provided by itinerant specialists. These include resource teachers vision, developmental

orientation and mobility instructors, early intervention teachers, educational psychologists, speech-language therapists, physiotherapists and occupational therapists. There are many challenges in providing high-quality, nationally consistent, itinerant specialist services.

Recent research in New Zealand indicates that of all the factors that impact on learning outcomes for students, it is the quality of the individual teacher's practice that makes the most difference. Clearly it is not possible to upskill all 46,000 teachers to specialist levels. Instead, the Ministry of Education is working in partnership with vision education specialists to design professional development modules for regular classroom teachers and teacher aides. These will be provided across the country to teams working with individuals or groups of students with vision impairments.

Literacy

Many issues about learning for students with vision impairment are essentially literacy issues, which in turn are heavily dependent on access to a rich variety of literacy materials. Through a contract with the Royal New Zealand Foundation for the Blind, learning materials are transcribed into Braille, audio and large print formats. Most of these resources are created for individual students, but some form a national library. Tactile materials are also created at both national and local levels. The Ministry commissions and provides a huge collection of regular teaching and learning materials for all learners. These materials include computer CD activities, audio tapes and large print early reading resources which are ideal for young people with vision impairments.

Other forms of support

Teacher and parent information and support resources are commissioned and published. An Expanded Core Curriculum has been developed to guide teaching strategies.

Many individual students are provided with assistive equipment such as Closed Circuit Televisions (CCTV), Mountbattens, BrailleNotes and computers with specialised software. Significant specialised training is funded, not only when the equipment is first provided to the student, but also when the student changes school or members of the support team change. Since 1997, there have been three New Zealand research projects looking at use of assistive equipment in schools and homes, and all have identified the vital importance of training and support.

The Ministry of Education funds a web-based teaching and learning portal, Te Kete Ipurangi (TKI). This bi-lingual site contains many 'kete' (Maori for basket) on different topics, and includes a special education kete that exceeds international guidelines for accessibility. The website design incorporated requests from people with visual impairments and was tested by people with disabilities.

The Ministry is committed to making publications available in accessible formats, including alternatives to the .pdf format.

Voice of the students

In 2001, the New Zealand Disability Strategy: Making a World of Difference - Whakanui Oranga was launched. Underpinning the New Zealand Disability Strategy is a vision of a fully inclusive society. New Zealand will be inclusive when people with impairments can say they live in: 'A society that highly values our lives and continually enhances our full participation.'

The 15 objectives include 'Provide the best education for disabled people' and 'Enable disabled children and youth to lead full and active lives'. There is an underpinning emphasis on disabled people speaking for themselves. The Ministry of Education, like all government departments, is required to implement the Strategy and is increasingly embedding the principles and objectives in all its work. For instance, students have been asked to comment on the services they receive and to contribute to research and publications.

The future

Recently the Ministries of Health and Education jointly commissioned a Sensory Stocktake of services and issues for children and young people with sensory impairments aged 0 - 21. The resulting 'snapshot' of information (which included substantial input from young people with vision impairments) will be used as a basis for future work, some of which will be carried out jointly by Health and Education, while some will be of more relevance to one or other sector. A particular need has been identified for improved early intervention services for young children and their families, as well as for young people who are moving from school into the community. There are significant issues around provision of culturally appropriate services for Maori and Pacific students. Teacher capability remains a high priority.

The Ministry of Education is committed to working in partnership with children and young people who are blind and vision impaired, their families, their support teams and specialist agencies to improve learning outcomes and social inclusion.

Sri Lanka

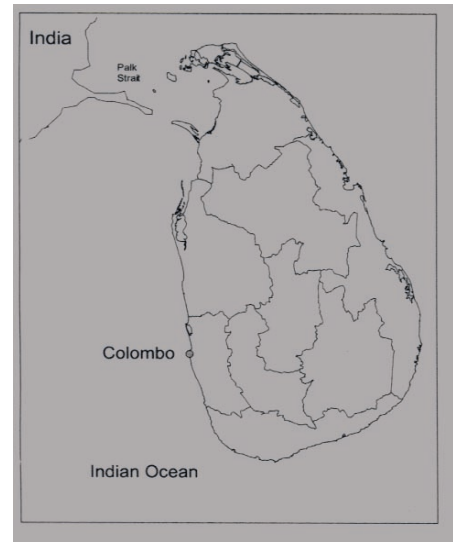
Ms. Hema Malinee Perera

The Current Situations and Future Trends of Educational Practice for Children with Visual Impairments

1. Sri Lanka

1.1 Geography

The Democratic Socialist Republic of Sri Lanka is a tropical island in the Indian Ocean, situated close to the Southeastern tip of India. (6°-10° North and 80°-82° East). The land area is 65, 525 km² The average temperature varies from 24°-33° C in low country and 17°-26° C in the upcountry. The annual average rain fall Varies between 130-350 cm. Rice, Tea, Rubber and Coconut are the main crops. Although the country's main income is based on agriculture, steps being taken to improve economy by moving towards modern technological developments.



1.2 The People

Estimated population is 19.36 million. It is a multi-ethnic and multi-cultural society. Majority of 74.0% are Sinhalese, 18.3% Tamil, 7.0% Malays and Moors 0.7% Burghers and Chinese. Religion wise majority of 69.3% are Buddhists, 15.5% are Hindus, 7.4% Islam, and 7.7% Catholic and Christians.

2. Education System in Sri Lanka.

Education from Grade 1 to University level is provided free of charge by the government. School going age is 5+years. In the tertiary level there are institutes for vocational and technical education. In addition, there are Government approved Private institutes which provide a wide range of opportunity for professional education. The ministry of Education has been taken steps to improve accessibility equity and quality of Education to

- Attain 9 national goals of Education
- Acquire essential life competences

3. Visual Impairment.

For Education and Rehabilitation purpose Visual Impairment is classified in to 5 categories.

- Total blind.
- Legal blind.
- Vision range 20/200 - 20/70.
- Vision in one eye.
- Other Vision disabilities.

4. Educational Opportunities for Visually Impaired Children.

- Government Schools : with Special Education units.
: with out Special Education units
- Assisted schools.
- Community Based Rehabilitation Programs.
- Special Education Programmes conducted by Non-Governmental Organizations.

4.1 Government Schools.

Government schools (1) with special education units and (2) without special education units function in implementing Inclusive Education, some times as an evolution of Integration.

Education Information - 2002

Total No. of Government Schools	9,887
Total No. of Students in Government Schools	4,190,657
Total No. of Disabled Students in Government Schools	84,545
No. of Visually Impaired Children in Government Schools	13,480
No. of Special Education Unit in Government Schools	852
No. of Special Education Teachers in Government Schools	931
No. of Special Education Directors/Deputy Directors	30
No. of Special Education In service Advisor	74

Source: School Census 2002

Provincial Statistics - 2002.

Province	Total No of Students (A)	Total No of Disabled Students (B)	Total No of Visually Impaired Students (C).	% (B/A)	% (C/A)
Western	901,878	13,881	3,136	1.54	0.35
Central	568,699	12,820	1,928	2.25	0.34
Southern	567,216	9,633	1,814	1.70	0.32
North Eastern	638,846	16,146	1,837	2.53	0.29
North Western	504,833	8,763	1,295	1.74	0.26
North Central	280,437	6,003	778	2.14	0.28
Uva	210,921	7,699	1,217	3.65	0.58
Sabaragamuwa	417,829	9,600	1,475	2.30	0.35
Total	4,090,659	84,545	13,480	2.07	0.33

Source: School Census 2002

There is a wide range in Special Educational Needs (SEN) of disabled children. Therefore a special strategic approach is followed in implementing Inclusive Education. The variable opportunities provided for the Visually Impaired Children are,

- Spend full time in special Education Unit but participate in Co-curricular activities with other children.
- More time in Special Unit and less time in regular class.
- Part-time in Special Unit and Part-time in regular class.
- Studying in regular class while going to Special Unit for Special Educational Programmes and Techniques.
- Studying in regular class with special assistance of a Special Education Teacher.
- Studying in regular class without special care.

The last variable is being practiced for most students. Above approaches provide the following for the Visually Impaired child.

1. Care.
2. Rehabilitation.
3. Inclusive Education in regular school.

4.2 Inclusive Education.

It is the concept of educating the Visually Impaired child in the regular class room with other normal children.

4.3 Practice f Inclusive Education.

It is the most popular and widely accepted strategic approach in educating SEN children. Some schools which implement Inclusive Education has Special Education Units to fulfill Special Educational Needs of SEN children. In Sri Lanka Inclusive Education Is carried out in two different methods.

- (1). Student is first admitted to Special Education Unit. Once the child has mastered the special techniques he/she is introduced to the regular class. Student goes to Special Education Unit for special techniques and programmes.
- (2). Student is admitted to regular class. (this is possible if child suffers a lesser degree of impairment.) He/she is sent to Special Education unit as appropriate to learn special techniques.

In both above methods while the student is in the regular class, class teacher/subject teacher is assisted by a Special Education Trained Teacher, or by a voluntary aid/mother, If necessary but, responsibility lies on the class teacher/subject teacher.

4.4 Objectives of Inclusive Education.

- Socialization of Visually Impaired child.

- Personality development and training for life competencies.
- Vocational training.
- Create awareness among other children that they are a part of society

4.5 Special Education Unit.

It is a part of the regular school, which serves as a Resource Centre in providing Technical and Teaching assistance to the Visually Impaired child studying in the regular class. The unit is kept in charge of a Special Education Teacher. This teacher along with the class teacher/subject teacher work as a team to provide special educational needs of the SEN child when and where necessary. Visually Impaired children are given Vocational Training such as Sewing, handicraft etc. In the special unit.

4.6 Current Supporting Activities.

- (i) Pre service and In-service teacher training.
- (ii) New Educational Policy.
- (iii) Partnerships & Services
- (iv) Identification, Assessment and other support by special Laboratory Services.
- (v) Adaptation of Special Curriculum and Teaching Methods.

4.6 (i) Pre-service and In-service Teacher Training.

- Two year teacher training in special education at National Colleges of Education.
- In-service short- term training for teachers at National Institute of Education.
- Bachelors' degree in special education at university.
- Introduction of Special Education as a subject to the curriculum of Primary and Secondary teacher training programmes.
- Training programme for In-service Advisors.

4.6 (ii) New Special Educational Policy.

1. Special Education Branch (SEB) in the Ministry of Education to identify.
 - Requirements of 25 special education Assisted schools and expand them.
 - Requirements of existing 852 special education units in Government schools.
 - 200 more schools to be provided with special education units.
2. SEB of Ministry to prepare budget proposal for current year.
3. SEB of Ministry to project future requirements of teachers.
4. National Institute of Education to plan and implement In-service training for 30,000 primary teachers.
5. National Authority for teacher Education to plan intake of teachers for Pre-service training.
6. National Institute of Education to develop curriculum for special education.

7. School principals to inform Divisional Directors of Education the list of pupils who need spectacles. (where parents can not afford to buy them)
8. SEB to procure and supply spectacles to students.

4.6 (iii) Partnership & Services.

Partnership of *Parents, *Community organizations, *Local Government Authorities, *Ministry of Health, *Ministry of Social Services, *Voluntary individual Donors & Non-governmental Organizations (local & foreign)

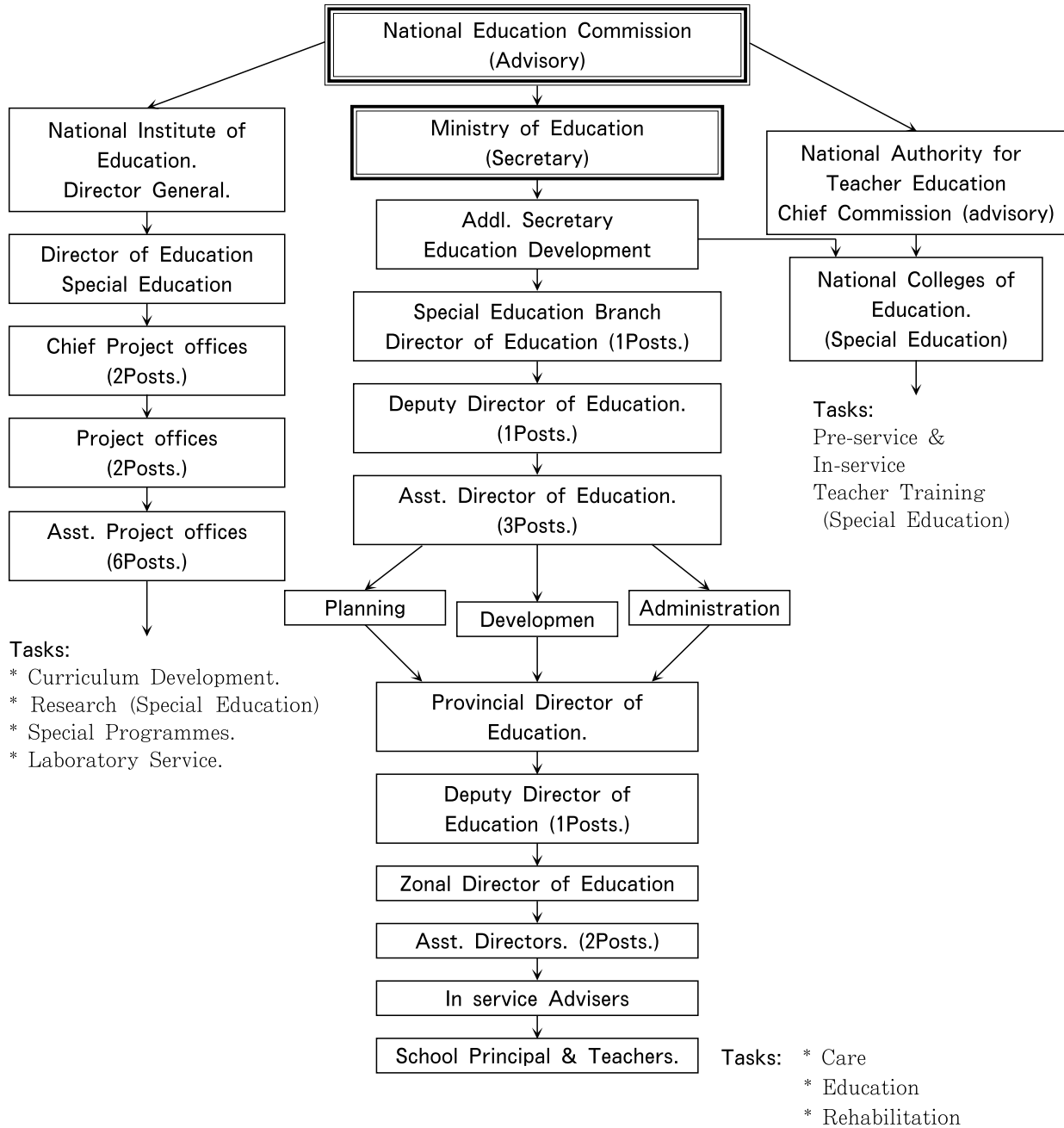
4.6 (iv) Identification, Assessment and other support by special Laboratory Services.

Services	Eye Clinic	Vision Text	Assessment and Grading	Guidance to Teachers	Guidance to Parents	Demonstration for use of Special Equipments	Repair of Equipment	Supply of Spectacles
Government Eye Hospital	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-	-	-	-	-
Nagoda Eye Hospital	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-	-	-	-	-
Meegoda Resource Centre under Ministry of Education	-	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-	-	-	<input checked="" type="checkbox"/>	-
National Institute of Education	-	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-
Bandaragama Special Education Laboratory	-	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-	-	-	-
Mayura Centre Matugama	-	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-	-	-	-	-

4.6 (v) Adaptation of Special Curriculum and Teaching Methods.

- Special syllabus for Mathematics in General Certificate of Education, Ordinary Level (Gr.10 & 11)
- Maintain teacher, Student ratio 1:6/7 for visually impaired children.
- Teaching in small groups with normal children.
- Assistance of peer group.
- Identification and development of special talents such as music, Sewing, Handicraft etc.
- Opportunity for sports activities.
- Development of available sight and other senses to the maximum.

5. Administrative Structure (Special Education)



6. Programmes of Special Education for 2002 by National Institute of Education.

1. A study on policy and implementation of Inclusive Education in Sri Lanka with view to improve opportunities.
2. Preparation of a resource pack on Inclusive Education.
3. Implement new Education Reforms in special education for visually impaired.
4. Conducting certificate course for Pre-school teachers.
5. Early identification, and assessment of SEN children
6. Conducting Diploma course for parents.
7. Counseling programmes for parents of SEN children

7. Assisted Schools.

These schools get government assistance for their teachers' salaries. Other funding is met by local and foreign Donor Agencies and by individual donors. These schools are either Residential or Non-residential. Most of children in these schools show multiple disabilities and are not practical to be put in regular class. These schools also implement the general curriculum.

1. No. of Assisted schools	- 25
2. Total no. of disabled children in these schools	- 2789
3. No. of Visually Impaired children	- 583
4. No. of teachers for special education	- 416

Source. special education branch of Ministry of Education.

Haturusinghe, L.P Special Schools for Disabled Children in Sri Lanka

8. Key Issues and Strategies for Improvement.

1. Master plan to improve Infrastructure and Physical resource. The classroom environment should facilitate the students to participating in activities freely. There should be space for equipments and also a supply of relevant equipments & materials.
2. Create awareness among parents and community with respect to
 - Early identification of disability.
 - Available opportunity for assessment.
 - Need for Special Education.
 - About Inclusive Education.
3. Strategies to develop special abilities and talents.
4. Professional development through coordination and implementation of In-service programmes for Teachers, school Heads, In-service Advisors and other educational personals.
5. Implementation of a close supervision and monitoring system, to be conducted by In-service Advisors, Directors/ Dep. Directors.
6. Establish a mechanism to facilitate an effective feedback on school level implementation of curriculum and teacher training.
7. Review progress of all activities pertaining to Special Education.
8. Plan for establishment of Pre-School Education for SEN children & Training pre-school teachers.
9. Improve and expand facilities for early identification and assessment by special laboratory & medical services.

THAILAND

Ms. Lamphung Srimeechai

Thailand of Education' Development Plan on the Provision of Education for the Disabled

Section 1: Intention, Concept and Policy on the Provision of Education for the Disabled

- **Intention:** The Education for the Disabled Development Plan was based on the rights of children, youths and Thai citizens to receive education so as to be able to develop their knowledge and abilities at their full potentials. As the disabled persons are also human resources of the country, they should be equipped with necessary knowledge and skills to enable them to pursue their careers, become self-reliant and live happily in the society.

- **Concepts and Necessities of the Educational Provision for the Disabled:** In Thailand, the education for the disabled has been already provided for many years and is now being developed. Their rights in education access have been stated in the National Constitution B.E. 2540, 'Declaration of the Disabled Persons' Rights of Thailand, the National Educational Bill B.E. 2542 and the cabinet approval on education for the disabled.

- **Policies on Educational Provision for the Disabled:** The policies on educational provision for the disabled have been formulated in 9 aspects- educational services, educational provision, student admission, curriculum, educational administration, educational resources, personnel, quality assessment and private sector promotion.

- **Major Strategies:** Law is used as mechanics in education for the disabled which aim at increasing the enrollment of the disabled students and providing them with educational access to enable them to have the rights of choose and pursue their studies at any educational type and level, producing and improving more educational personnel and teachers specialized in education for the disabled, conducting researches to help improve the curriculum, providing efficient educational administration and mechanism for the decentralization to local level.

Section 2: Current Situation and Guidelines in the Provision of Education for the Disabled

- **Current Situation:** In Thailand, various types of services in the provision of education for the disabled have been expanded continuously. The responsible agencies of this type of education of the Ministry of Education are the Office of the National Primary Education, the Office of Rajabhat Institutes Council, the Office of the Private Education Commission, the Department of Vocational Education, the Rajamangala Institute of Technology, the Department of Non-formal Education, the Department of Physical Education and the Department of Fine Arts.

- **Classification of the Disabled for Education Management:** The Ministry of Education classifies disability into 9 types- visual impairment, hearing impairment Intellectual disorder physical disorder, learning disability, speech disorder, behavior disorder, autistic and multiple handicapped.

- **Types of education provision:** the education for the disabled is provided in the forms of mainstreaming programs, special schools for each of disabilities, or by a family, community and hospital, or in the Centers of Education for the Disabled, or by non-formal and informal educational systems.

Section 3: Long-5erm Plan on the Development of Education for the Disabled

-**Long-term Operational Plan:** Long-term operations on the development of education for the disabled have been planned as follows: providing a life-long access to basic education for all of the disabled through formal, non-formal and informal educational systems; developing and improving curriculum and evaluation methodology of every educational level to be relevant to the way of living of each type of the disabilities; providing and improving networking and coordinating mechanisms among all agencies involved; conducting researches, developing modules and evaluation criteria; providing financial supports for sports and recreation; promoting and encouraging voluntary organizations to work on this matter seriously; providing mobile teacher centers for mainstreaming programs and facilities for the disabled as stated in section 55 of the constitution.

-**Re-engineering the Structures and Organizations:** The structures and organizations should be re-engineered regarding to the 1999 National Education Act. The National Special Education Center will be established as the central unit, under the National Basic Education Commission, with special education centers as its satellites at local level.

-**Budget Allocation and Administration:** Budget allocation and administration systems should be reformed so as to be relevant to the up-coming decentralization and focused on community and local organization participation. Hence, the budget administration of the education for the disabled should be decentralized by allocating the subsidy budget for operational expenditures, cost per head according to the types of disabilities and counterpart fund from local organization.

Section4: Conditions for the Success:

-**Budget Condition:** Government budget should be allocated to help develop education for the disabled of the Ministry of Education so as to be able to attain the intentions. This will be the public capital investment to provide basic education services for the special needy.

-**Social Condition:** The Development Plan on Education for the Disabled will be applied as the work plan to help provide education for the disabled persons in a complete cycle. The society has to realize hat each of everyone in the society has to be responsible for the increasing budget in expanding the type of education. In teaching-learning culture, learners have to be recognized as the most important persons and valuable people of the society. The members of the society and the responsible persons in educational provision should be realized that schools belong to the

society where love, generosity and warmness are strengthened and enhanced with the aims of producing students whose hearts are filled with understanding and comprehending of other members of the society.

-Administration Condition: The administration roles should be clearly designated as follows: the National Special Education Center is responsible for planning, monitoring, following-up, evaluating, preparing budget proposal and coordinating; the Local Education Area Special Education Centers work as the preparation centers in translating policies into practice, preparing and allocating budget for schools, and coordinating with local organizations involved; public and private educational institutions provide educational services for the disabled; there should be the adequate production and development of the personnel specialized in education for the disabled; the organizations involved should have the operation regarding the Development Plan of the Ministry of Education; the Council of the Disabled and independent organizations have the responsibilities in monitoring the operations so as to be in accordance with the Plan; and the heads of the Departments of the Ministry of Education administrates this type of work according to the Development Plan. The above-mentioned processes will be conducted with the support of law: the ministerial decrees which state that education for the disabled is essential that the government has to provide them since birth or disabled found.

JAPAN

Mr. Shin'ichi Kudo

The Roles of Schools for the Blind as Centers

for Supporting the Visually Impaired

Mainly Support for Visually Impaired Children Attending Ordinary Schools

(the Case of Kanagawa Prefecture)

1. Preface

As stipulated in the National Curriculum Standards, the schools for the blind are expected to fulfill functions as regional support centers for the visually impaired by utilizing their instructors' expertise and school facilities and equipment. A school for the blind could serve diverse Center functions. One important function is to provide educational consultation and support services for the visually impaired children enrolled in ordinary schools and their guardians. The Kanagawa Prefectural Hiratsuka School for the Blind has been enriching its systems for providing educational consultation services. It is also endeavoring to provide other diverse types of support such as "resource room" programs and visiting guidance (for the School personnel to visit ordinary schools to assist in the education of the visually impaired children enrolled in such schools) in meeting with children's needs.

2. Functions of the schools for the blind as regional centers for supporting the visually impaired

The Hiratsuka School for the Blind has been endeavoring to fulfill the following five functions as a Center for the visually impaired.

- (1) Functions as a center for providing educational consultation and support services.
- (2) Those as an information center concerning visual impairment.
- (3) Functions as a center for training school personnel.
- (4) Those as a center to promote and extend understanding and knowledge concerning visual impairment.
- (5) Those as a center to promote lifelong learning by the visually impaired.

In supporting the visually impaired, it is necessary for the diverse related institutions and facilities to make efforts by mutually and closely collaborating (see Figure 1). The schools for the blind are also emphasizing the collaboration with the diverse related institutions such as medical, educational and welfare.

- (1) Functions as a center for providing educational consultation and support services
 - Early educational consultation and support: infants
 - Educational consultation and support for children attending ordinary elementary and secondary schools.

(2) Functions as an information center concerning visual impairment

- Supply of information on visual impairment
- Leasing of equipment
- Provision of guidance examples, teaching aids, etc.

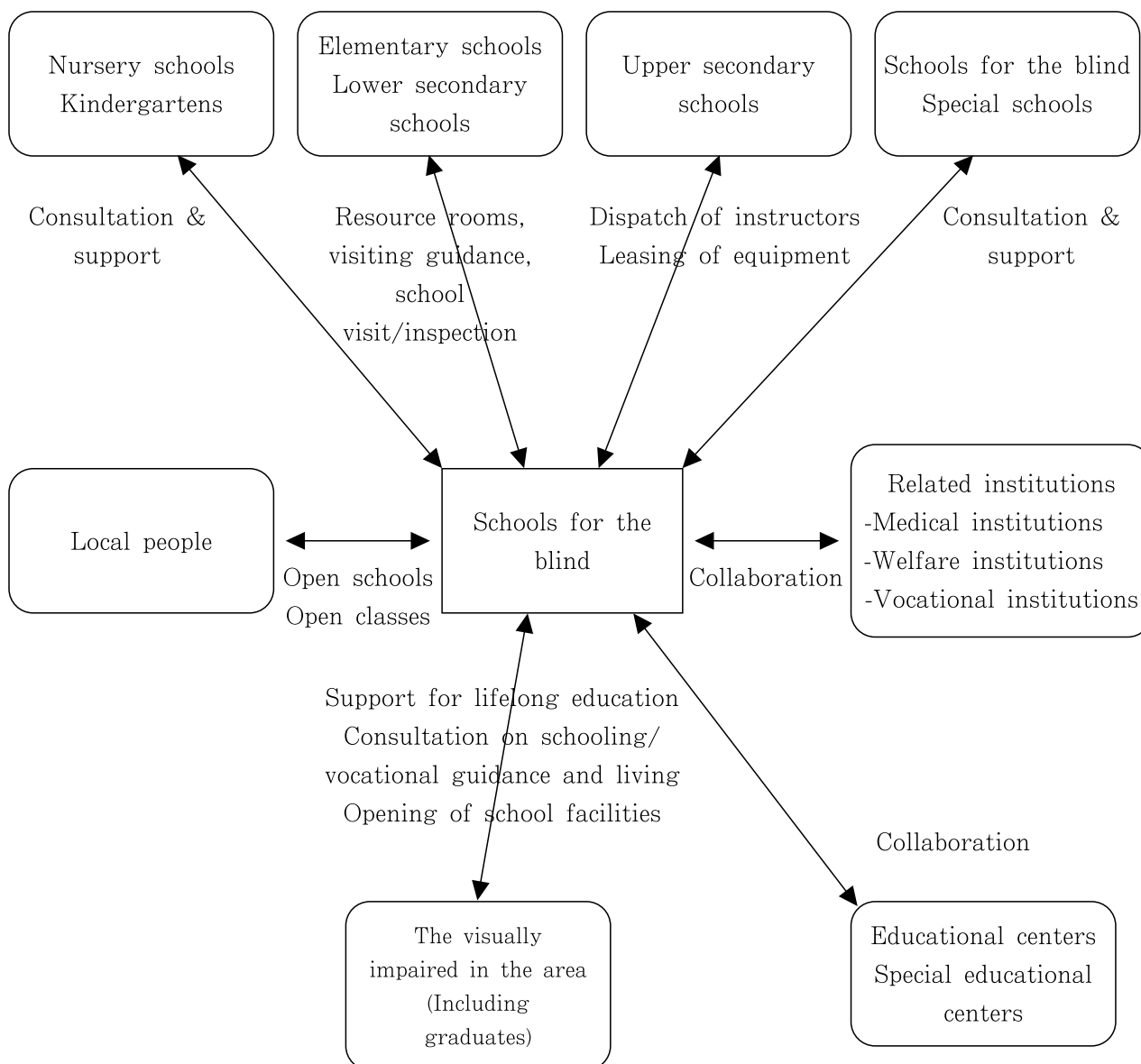


Figure 1. Collaboration by Schools for the Blind and Related Institutions

(3) Functions as a center for training school personnel

- Participation in the local training programs for newly appointed special class teachers
- Programs to promote the understanding of education for the visually impaired covering personnel of elementary and lower secondary schools
- Participation in the Kanagawa Prefecture Study Group for the Education of the Visually Impaired

- (4) Functions as a center to promote and extend understanding and knowledge
- General educational and other support for elementary and secondary schools
 - Reception of applications to visit/inspect schools for the blind.
 - Dispatch of personnel of schools for the blind to elementary and secondary schools as instructors.
 - Reception of art and other works, letters, etc.
 - Holding of massage classes in the area's shopping malls.
 - Dispatch of personnel of schools for the blind to community centers as instructors (moxa (tsubo)therapy).
 - Open schools, school visits, trial enrollment.
 - Implementation of open classes.
 - Collaboration with local volunteers.
- (5) Functions as a center to promote lifelong learning
- Holding of PC classes for the visually impaired in the area.
 - Consultation on schooling / vocational guidance and living.
 - Opening of school facilities.

3. Outline of early educational consultation

As of August 2002, 13 infants are visiting the Hiratsuka School for the Blind for educational consultation. Their ages range from 0 to 5, and they mainly live in Hiratsuka City where the School is located, and the nearby municipalities.

The frequency of educational consultation depends on the individual case due to the child's developmental stage and the degree of assistance needs. It is roughly from once to twice a month.

In providing educational consultation for infants, it is very important to provide their guardians with developmental consultation and rearing consultation. Also important is close collaboration with medical institutions, nurseries, kindergartens and preschool day centers.

4. Support for children attending ordinary elementary and secondary schools

The support for the visually impaired children who attend ordinary schools may take, or require, diverse forms depending on the needs of the individual children or the school's circumstances. Even in a single case, the support may be provided by combining several types of support, and the type of support may change as the child advances in grade.

- Support for guardians and school personnel in charge
 - Telephone consultation
 - Consultation by visiting the school
- Provision and lease of equipment and teaching aids
 - Leasing of Perkins brailers
 - Leasing of braille teaching aids
 - Lending of books, etc., owned by the schools for the blind

- Forms in which children receive guidance at schools for the blind ("resource room", etc.)
 - Consultation if necessary
 - Case: A 5th-grader in O City: use of braille
 - Periodical consultation and support
 - Case: A 5th-grader in O City: visual impairment
 - School-visit about once a month
 - Learning how to use lenses for the weak-sighted
 - Consultation on subject study and teaching aids
- Forms in which personnel of schools for the blind provide guidance and consultation by visiting ordinary schools.
 - Visits according to needs
 - Periodical visits
 - Cases:
 - A 3rd-grader in S city, once a week, introduction to braille
 - A 4th-grader in F town, once a month, use of braille, subject guidance and consultation on teaching aids
 - A 2nd-grader in Y city, once a month, use of braille, subject guidance and consultation on teaching aids

5. Future issues

The issues that the schools for the blind must tackle in the future in order to support the visually impaired children who attend ordinary schools include the following.

- Improvement of the learning environment - support for the development of the system for providing teaching aids

The teaching aids can be prepared through diverse methods. For instance, they may be prepared by the classroom teacher, the special class classroom teacher, or the caregiver. The schools for the blind may help their preparation, or entrust their preparation to volunteers. It will be important to provide appropriate teaching aids by effectively combining these methods.

- Mental support for the visually impaired children

When children lead their school life, it is very important that they are accepted as members of the same class, as this will allow them to maximally display their abilities. This equally applies to visually impaired children. Such children may face diverse psychological problems. However, for such problems also, it is necessary for the schools for the blind to support the children by cooperating with guardians and classroom teachers.

- Support for the efforts made by the ordinary school as a whole

The visually impaired children who attend ordinary schools should be taught and cared for by the school as a whole without leaving their affairs all up to the classroom teacher or special class

classroom teacher. It is necessary for the schools for the blind to support the efforts made by the school as a whole, also in preventing the persons in charge of looking after the said children from becoming isolated in the school.

○ Creation of a system that the guardians, etc., can consult at any time

The guardians of and classroom teachers, etc., in charge of visually impaired children who attend ordinary schools tend to lack information on visual impairment. It is important for the schools for the blind to supply such persons with diverse kinds of information, and serve as Centers that they can consult at any time.

NEPAL

Mr. Laba Prasad Tripathee

**The Current Situations and Future Trends of
Educational Practice for Children with
Visual/ Hearing Impairments
Practice and Its Outcome of Educational
Support in the Kingdom of Nepal**

About Nepal

Nepal is one of the landlocked countries in the world. The kingdom is also called as the country of the Mount Everest or the country of the Lord Buddha's and Sita's birthplace. The country lies between India and China. Physically the country is divided into three major regions i. e. the Tarai- the southern plain region having altitude of 1000ft. The hill region- having altitude of above 1000 to 7000ft where there are some mountains and some valleys. The Himalayan or the mountain region-which is above 7000ft to 29848ft and is the most difficult region for its overall development. The 16000ft line is called the snow line above which there is snow coverage throughout the year. The population of the country is nearly 23.1 million and the area is 147181 square kilometer. About one third of the land is higher mountain and without any vegetation but with snow throughout the year.

It is a mountainous country but has many issues for development. Some of the issues are poverty, difficulty of the transportation and communication, more population of disadvantaged group, low literacy rate, and society of the ethnicity, many spoken language and diversified culture. Priority and the strategy of the Government to solve these issues are to develop good access and quality education in the country.

The education system in Nepal comprises of one or two years of Early Childhood Development/ Preprimary schooling Program (for 3-5 years age group), five years Primary (6-10 years age group), three years lower secondary (11-13 years age), two years secondary (14 and 15 years age) and two years higher secondary education as school education. The higher education consists of 3 years Bachelor's degree, two years Master's degree and three years PhD program. The number of children and the institutions including the universities in Nepal are provided in the Annex I.

Special Needs Education Program

- "Inclusive education is a process of addressing and responding to the diversity of needs all learners in the classroom and in the school and thereby reducing exclusion within and from

education no matter what causes for exclusion could be" (Inspired by UNESCO, 2000).

- Inclusive education is an overall educational development process aimed to create well-coming schools and societies and to avoid any kind of discriminations.
- With inclusive education changes the focus from the defects or problems of the individuals towards problems in the education systems. The problem is not first of all to adjust students to the educational system the curriculum and the teaching; but opposite to change and adjust the educational system, the curriculum and teaching to the needs of all student by removing all sorts of barriers for learning.
- The two major interventions in the inclusive education are the school development activities and the formative research activities. These two interventions should be linked together and implemented simultaneously.
- The key problems and issues identified in Nepalese primary education for increasing access to the quality education and achieving the target of the EFA are- about 19.6% children of primary age group (6-10 years of age) are not enrolled in the schools, the dropout rates especially in grade one is high (13.6%), the promotion rate, and the repetition rates of the same grade are 44.6% and 41.8% respectively while the survival rate of the grade 5 is only 63.1% (DOE Statistics, 2000).
- It is realized that the children who are out of school are especially from the backward (Dalits) community, children at difficult circumstances (children at risk), children who are isolated due to difficult topography, socially and culturally backward communities and due to poverty, Maoist insurgency and language problems. The child labor, street children and disabilities are the other reasons for the children of not attending the schools on the regular basis.
- To address these problems, a piloting program, i.e. inclusive education was planned and implemented in Banke district (in 4 primary schools) in 2000, at Udaipur district (in 4 primary schools) in 2001 and at Kavre and Sindupalchok districts (in 2 primary schools from each district) in 2002.
- The piloting programs were the joint effort of the DOE, County of Copenhagen, and the Royal Danish University of Education under the agreement of Institutional Linkage Program between the HMGN and the DANIDA. Provisions are made to work together by the expert group from the Special Education Section (DOE) and the Resource Person from the DEO, County of Copenhagen and The Royal Danish University of Education.
- The expert group is working together with the schools on regular basis. This group visits the schools twice a year and organizes discussions, meetings and the workshops with the teachers or with the parents or with the children or with the School Management Committees separately or in the mixed groups. The progress and the outcomes made, the issues faced, the lack of coordination realized, and the future actions to be taken are discussed thoroughly in these gatherings. The consensus reached during the meetings, discussions and the workshops are implemented for the school development and further formative research activities. Provisions are also made to coordinate activities by the RPs from the DEO.
- The objectives of the piloting were to test the strategies on how to develop the quality

education through the implementation of Inclusive Education, develop the child friendly school environment for all types of children, development of the child focused environment, management of the classroom in creating situations of learning and teaching to all types of children, developing the learning materials suited to the culture and locality, mobilizing the community and developing and implementing the child focused curriculum.

- The four principles of inclusive education i.e. every child has rights for education, all children can learn, every child is different and the increase of the educational achievements is directly related to the mobilization of the stakeholders (teachers, parents, the community, and the SMC) were discussed with the stakeholders in the meetings and agreed upon the principles.
- The emphasis given by the inclusive education for the meaningful teaching and learning are the activities should be child focused, the teachers should create teaching- learning classroom environment, and the students should have opportunities to have self-learning environment (by observation, touch, application, thinking etc).
- The major strategies taken are - to maintain good and deep coordination between the civic society and the school to create conducive environment for learning to the children and share responsibilities to all the stakeholders, to start the educational and social activities by the children that are beneficial for the society based on the needs of the society, to share responsibilities among all the stakeholders to provide equal access of quality education to the disadvantaged children, to create child friendly school environment for all types of the children in the society, as far as possible to manage the learning materials that are available locally and to develop quality education acceptable by the stakeholders.
- The persons involved in this piloting are - the consultants from the County of Copenhagen and the Royal Danish University of Education, the expert group from Special Education Section of DOE, DEO officials (RPs, Section Officer, the DEO in the respective districts), the representatives of the CBOs, the parents, representatives from the disadvantaged community, students, representatives of the political parties, the social workers, business people and the women group.
- Although the Special Education Section of the DOE takes the responsibility of the implementation, the decisions taken by the stakeholders are implemented by all concerns.
- The outcomes so far received are - there is tremendous improvement in the classroom management, the personnel records of the children are prepared, the barriers of learning are being identified, the teachers have been able to identify the learning ability of the children, the teachers have started in preparing the teaching materials locally and

Present Status Of Special Education

The main objective of Special Education Program is to give equal access to primary Education for disabled children. Principally all children are different. That's why Department of Education, special education section is trying to develop different kind of appropriate teaching learning methods, materials supplement teaching helping aids and necessary equipment or resources for

children with disabilities. Now we are supporting Major four groups.

1. Children with deaf and hard of hearing.
2. Children with Blind and low vision.
3. Children with Mental Retardation
4. Children with Physical handicap.

Under the BPEP II special education is provide to the children with these four kinds of disability (Mild to moderate, non severe) in a Inclusive way. To achieve this goal SNE program has guided the following strategies.

1. To train manpower for awareness raising, disability wise training skill and screening and assessment of disabled children.
2. To operate the resource classes focusing on the population of the children according to the report of national status and school mapping programmes.
3. To provide the opportunities of education in the resource classes or in the ordinary school near the home.
4. To establish district wise assessment center.
5. To increase partnership with NGOs in different SNE programmes.
6. To revise and develop teacher training package to be implemented through teacher training institution and NGO's.
7. To support supervision monitoring and follow-up for district level and school level special education program.
8. To provide teaching learning materials, helping aids or equipments brail lip books and other resources.

Now Department of education has successfully implemented 3 years program under BPEP II and major achievement are as follows.

1. Special needs education program under BPEP has covered in 47 districts out of 75 districts.
2. 228-resource class in different school of 35 districts is operating and 44 resource classes will be add in this fiscal year 2002.
3. 30-assessment center has been established in 30 districts. Each assessment center has a technical committee.
4. More then 3500 physical disable children have got a opportunities to study with scholarship.
5. The special education section DOE with the support of Danish University of education and the county of Copenhagen has been piloting inclusive education programmes in four districts (Banke, Udayapur, Kavreand sindhupalchock.)

6. Other programme like awareness programme, teacher training, and instructional material are developed and distributed.
7. Braille textbooks are distributed to primary, lower secondary, and secondary schools.

The current situation of children with blind and low vision

The first step toward the provision of special education in Nepal is said to have been taken in the year of B.S. 2021 with a group of blind students to get integrated education in regular school. In B.S 2026 Nepal blind and disabled association was established as the first NGO directly related with disability. Gradually in the year of IYDP 1981 association for the welfare of the blind (NAWB) was established and it is well functioning yet in the field of schooling programmes, teacher training, related material and Braille book production. Now blind and low vision children are gaining study opportunities by three channels. They are,

- a) Under special education council.
- b) Under department of education.
- c) Under NGOs/ INGOs

a) Special education council providing grants to the school through selected NGOs since 1971. School level National special sports competition and school level special culture competition including visual impaired children has organized in each year by the council. Under SEC only one segregate type and 10 integrated blind schools are providing education following the general curriculum. School management committee and resource teacher manage the educational material for the teaching and extra curricular activities. Many blind children have completion higher education in different faculty.

b) Since 1999 special education section under DOE has given the responsibility to formulate, lunch and monitor the special needs education program in the integrated approach. Now the program has covered 47 districts out of 75 districts. the major activities for visual and hearing impairment children under department of education are follows.

Awareness program.

It is estimated 5.5% of the total population in Nepal need special education. It is expected this program intends to created awareness among a wide range of participants about special needs education focusing the need of visual and hearing impairment children. This program includes orientation, meetings, and face-to-face workshop program with relevant stakeholders both at the central and local levels.

Teacher training program

This program intends to set up a replicable model for training of teachers and implementation

of inclusive schoolings. We have a series of teacher training programs they are,

Awareness trainings

This training is given to ordinary primary school teachers. During this training the teacher will become aware of,

- Different types of disabilities.
- Symptoms and behavior.
- Screening techniques.
- Classroom management

After the training the teacher will be able to admit low vision and some mildly hard of hearing children in their classroom.

○ **Basic training (Self study)**

The training is for 5 months and includes

- Classroom management.
- Method of teaching basic reading skills,
- Method of teaching basic writing skills,
- Method of teaching basic mathematical skills,

This training is divided into 5 phases or units. Each unit has 1 resource book for 1 month self study. An introductory orientation is held prior to each phase/ unit. During 1 month study a group of participants meet weekly to discuss and share experiences related to the study.

○ **Special training**

Special training is the third step in the special education teacher training system. The special training provides practical skills to teachers to enable in Braille skill, mobility skill, daily life skill, tactual skill, etc for visual impairment children and sign language skill, speech therapy, total communication etc for hearing impaired children.

○ **Refresher and up grading training**

Refresher and up grading training has been designed to support more skills to refresh and upgrade the knowledge of teachers depending on the needs of districts.

○ **Running of resource classes**

Resource classes are established in the districts according to the need on the basis of the school mapping program. The classes run within the primary school system in order to prepare

the student to be included in general classes with other students. There are 59 resource classes in regular school for visual impaired children and 112 resource classes are running for hearing impaired children. Both type of children are studying same general school curriculum. Each resource classes have at list 10 students with residential facilities. During the resource classes period visual impaired children can learn Braille skills, delay living skills, mobility, social behavior, use of material, reading and writing skills. and hearing impaired children can learn total communication , delay living skills, social behavior, use of material, reading and writing skills etc. Resource teacher has given the responsibility to launch the resource classes .The resource classes management committee has formulate by the local community.

○ **Assessment center**

As part of development of special needs education in Nepal the department of education has planned to establish educational assessment center in all districts of Nepal. Now we have 35- assessment center are functioning in 35 districts. Principally all children are different that's why we cannot support any body with out need identification through screening and assessment. DOE is focusing to the whole assessment of the child. For visual and hearing impaired children first of all we take allot of information about child. Then another step we refer to the assessment center for whole screening and assessment. After screening and assessment center makes a individual educational plan for the child.

Development and reproduction of educational material

Special education program needs a comprehensive strategic plan and lot of material for its initial stage. Department of education is providing concrete, semi concrete and abstract materials, tools, equipment, Braille textbook, sign language book and other relevant material for visual and hearing impaired children and DOE also funding for local material production by student.

Visual impairment/blindness is mostly influencing mobility and information presented visually. Therefore such students will be able to able to follow ordinary education if the transport to the school can be arranged and if the teaching is considering the students special needs including Braille reading and writing.

In some cases the visual impairment can be cured or reduced through operations or use of glasses. It is important that the special education services are combined with health services.

School with blind children will be supported by teacher education and supervision, supply of special materials and part time skill training at a blind center at district level. The main model for support is individual support in the home school. For students with too big mobility special education will be offered based on stay in a accommodations

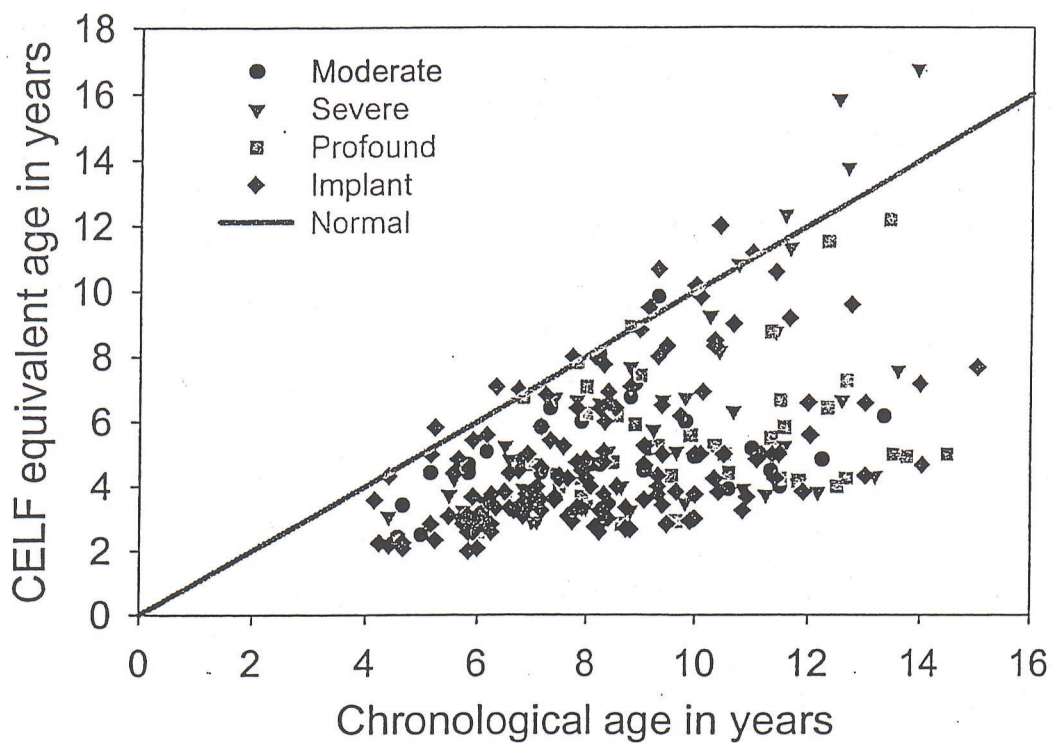
AUSTRALIA

Dr. Field Winston Rickards

Spoken Language Outcomes for Australian Children with Impaired Hearing: Present and Future Trends

Longitudinal studies of the development of speech perception, language, and speech production of primary-school children using cochlear implants and hearing aids^[1,2], and cross sectional studies of children using cochlear implants^[3,4] indicate that: On average, the children are learning spoken language at 50% to 60% of the rate for children with normal hearing; 90% of the children have a language delay of one year or more; half of the children have a severe language delay (more than two standard deviations below the norms for children with normal hearing); On average, children with impaired hearing entering secondary school at age 12 or 13 will have a language level equivalent to a normally hearing seven-year-old. These results are similar to those reported elsewhere in the literature (see^[5] for a summary).

Unless children are able to overcome these language delays, they will struggle to understand the subject matter presented to them at secondary school, whether it is written or spoken. They will have difficulty conversing with their peers and others. They are also likely to continue to fall



Results for 264 annual evaluations of spoken language showing that the majority of outcomes are well below the norm (straight line).

behind in their language development. It is probable that these children will end up with severe educational and social handicaps in addition to their hearing impairment. Indeed, on average, profoundly deaf children in Victoria leave school reading at a Grade 6 level^[8,9].

Although there have been great advances in technology in Australia such as cochlear implants and programmable hearing aids, hearing-impaired children are still listening through a damaged auditory system. The technology allows these children to hear speech under good conditions. It does not provide most hearing impaired children with sufficient hearing to understand spoken information and learn in less than ideal listening conditions, such as a classroom. Additional learning opportunities, including direct speech and language instruction under ideal listening condition, must be provided to these children. In order to maximize the effectiveness of the additional learning opportunities, the following are necessary:

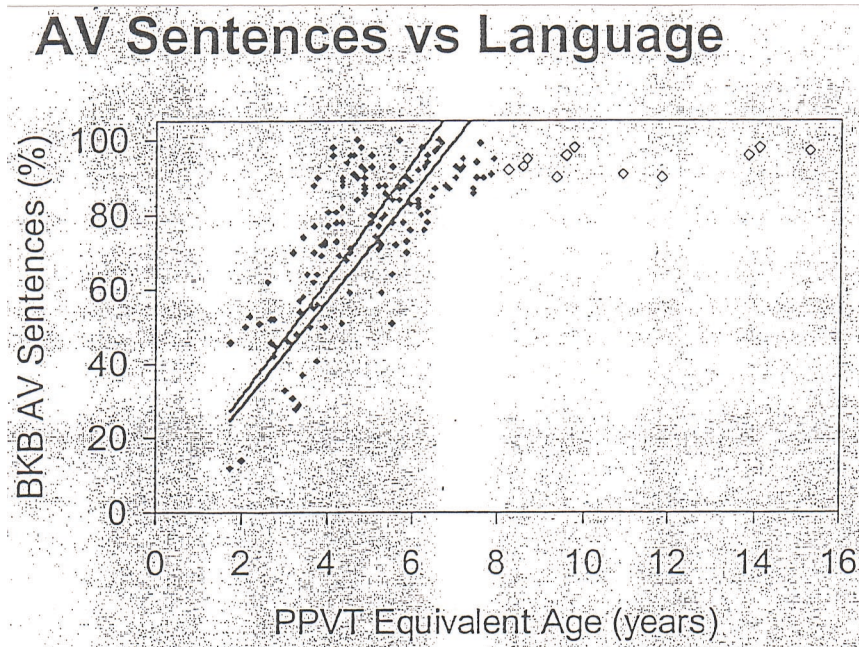
- Regular extensive, accurate and objective evaluations of every child's language skills
- Reporting of results for individual children to schools and parents to facilitate understanding of the results and formulation of new teaching goals.
- Planning of language development programs for individual children, based on evaluation results. This would ensure that all of the time spent teaching each child was devoted to their specific areas of need.
- Spoken language development should assume the highest priority. Additional time should be spent teaching children specific language targets in small groups (1,2 or 3 children) outside the integrated classroom in optimal listening conditions (up to 2 hours/day). Children should be grouped according to their immediate speech and language goals; the groupings should change as often as necessary to meet each individual's needs at all times.
- Ongoing annual assessments to monitor the effectiveness of teaching programs, provide information about progress and about children's ongoing needs.

Oral/aural education facilities for children with impaired hearing have been present in Australia and overseas for many years, and some have reported outstanding success in the development of age-appropriate speech and language in a number of children who attended the facilities. Such successes demonstrate that it is possible for children with impaired hearing to achieve normal language and educational outcomes given appropriate intervention.

As part of our research, together with the staff at Mountview Primary School in Victoria, we have studied several methods of directly teaching children with impaired hearing spoken language, instead of using the currently favoured approach of training children to listen to improve their access to information. All of the methods studied have yielded significant improvements in the speech and language of the children involved^[6], and some of these methods have already been adopted on an ongoing basis by teachers of the deaf we have worked with.

Apart from the direct evidence provided by the specific studies referred to, there is indirect evidence from the longitudinal study^[1,7] that children's perception and understanding of sentences will be improved dramatically if their language skills are improved. The figure below shows that children's sentence perception scores improve as their language skills increase. Every child in the

study who achieved a language level equivalent to a normally hearing seven-year-old scored over 90% on this sentence test with hearing and lipreading together. This is a very positive outcome, indicating that once they have the language, these children will be able to access and understand much more of the information that they hear at school. This is a direct result of language learning, not just a natural improvement over time-language is critical.



Sentence scores for children with impaired hearing increase to high levels as their spoken language ability improves. Red points are for children using hearing aids and blue for cochlear implant users.

To ensure that children with impaired hearing achieve their maximum potential for spoken language during their primary schooling we are proposing the establishment of a Spoken Language Development Centre in Victoria. The Centre would work within the existing educational structures in Victoria to coordinate additional services to children across several schools to achieve the goal of normal language in hearing-impaired children by the time they enter secondary school. By coordinating the efforts of small groups of teachers working in different schools, the Centre will be able to develop and evaluate spoken language programs specifically for children with impaired hearing, provide objective reports on the progress of individual children to the classroom teachers and parents, and maintain a highly skilled and motivated teaching staff.

The specialized education required for children with impaired hearing to achieve their full potential comes at a significant short-term economic cost. However, this should be balanced with the understanding that there will be potentially greater costs involved with the longterm provision of social security payments and the loss of productivity that will occur if these children do not develop functional language and literacy during their school years. If we are able to provide the high standard of focused teaching required for these children during their early school years, the benefits will be significant savings to society as well as greatly improved quality of life for the children in the future.

1. Blamey,PJ, Sarant JZ, Paatsch LE, Barry JG, Bow CP, Wales RJ, Wright M, Psarros C, Rattigan K & Tooher R, Relationships among speech perception, production, language, hearing loss, and age in children with impaired hearing. *Journal of Speech, Language, and Hearing Research* 44, 264-285, 2001.
2. Blamey PJ, Barry J, Bow C, Sarant J, Paatsch L, & Wales R. The development of speech production following cochlear implantation. *Clinical Linguistics and Phonetics* 15(5), 363-382, 2001.
3. Sarant JZ, Blamey PJ, Dowell RC, Clark GM, & Gibson WPR. Variations in speech perception scores among children with cochlear implants. *Ear & Hearing* 22, 18-28, 2001.
4. Pyman B, Blamey P, Lacy P, Clark G, & Dowell R. The development of speech perception in children using cochlear implants: Effects of etiologic factors and delayed milestones. *American Journal of Otology* 21, 57-61, 2001.
5. Blamey P. Development of spoken language by deaf children. In Marschark, M & Spencer, P.(Eds), *Handbook of deaf studies, language, and education*, Oxford University Press,(in press).
6. Paatsch LE, Blamey PJ, & Sarant JZ. The effects of articulation training on the production of trained and untrained phonemes in conversation and formal tests. *Journal of Deaf Studies and Deaf Education* 6, 32-42, 2001.
7. Blamey PJ,Paatsch LE, Bow CP, Sarant JZ, & Wales RJ. A critical level of hearing for speech perception in children. *Acoustics Research Letters Online* 3, 18-23, 2002.
8. Walker LM, Rickards FW. Reading comprehension levels of profoundly prelingually deaf students in Victoria. *Australian Teacher of the Deaf* 32, 32-47, 1992.
9. Walker LM, Munro J, Rickards FW. Literal and inferential reading comprehension by students who are hearing impaired. *Volta Review* 100(2), 87-103, 1999.

PHILIPPINES

Dr. Minerva T. Fabros
**The Cooperative Learning: A Proposed
Technique in Teaching Reading with
Comprehension to Students with Hearing
Impairment**

Rationale:

The increasing awareness and concern for children and youth with special needs is considered the recent development of special education in the Philippines. This may be attributed to the strong advocacy role assumed by parents and the several laws enacted particularly during the 1980's. The needs of exceptional children became the focus of so many programs and studies. In the light of this development, most educators and other professionals concerned with children are now fully convinced that education first before being special.

The rights of the exceptional children to education is provided for in Article XIV of the 1989 Constitution of the Republic of the Philippines.

The basic philosophy of special education is derived from the premise that in a democracy, every individual is valuable in his own right and should be afforded equal opportunities to develop his full potential. Every child, even the most severely handicapped should be given equal educational opportunities within the nation's educational system.

Education of children with special needs in the Philippines is a part of the macro-educational system. Its goal are embodied in the National Educational goals. The over all responsibility for the administration and supervision of special education is on the Department of Education (DepEd). The Bureau of Elementary education through its Special Education Division provides the leadership and guidance over the special education program. The Division also provides supervisory and consultative services to assist regional and division offices in developing and expanding their program. This administrative structure ensures the quality and continuity of educational services down to the school level.

At the regional level, the Special Education Unit is directly in charge of the administration and supervision of all residential schools. A set of supervisors supervise the effective implementation of Special Education program in the field.

Providing special education services for the Filipino deaf is a never ending endeavor. Section 1 of Article V (Policies and Guidelines for Special Education) states that "*The curriculum for special education shall be based on the curriculum prescribed for the regular school by the Department of Education*". There are schemes which may be adopted for special education program depending upon the needs of the special learners: (a) the regular curriculum prescribed for regular children, (2) the modified curriculum which is the regular curriculum with certain adaptations to meet the needs of special children, such as inclusion of orientation and mobility for

children with visual impairment, and (3) the special curriculum which is designed for children with special needs and aimed primarily at developing adaptive skills and or their potential.

Though, prototype instructional materials specially designed for the above children are prepared by the Special Education Division and made available to the field, every special education (SPED) teacher is encouraged to try and employ variety of teaching methods which she believes to be effective and meaningful.

Recent Development and Future Challenges: Philippine Setting

Since the new millennium heralds the arrival of the knowledge age, it means that it will be an "*Age of Learning*" where learning will be fused with work, recreation, "edutainment," personal development, and even the expansion of spirituality. Likewise, citizens will learn every day throughout long and productive lives; learning will take place anywhere, anytime, and just-in-time using the following: a.) desktops and laptops, b.) classrooms and boardrooms, c.) academic malls, d.) community learning centers and homes of mentors.

Learning in the "knowledge age" will be characterized in different ways. Learning will be **perpetual**- where work will be fused with other activities and it will occur all the time and again and again. Learning will also be **distributed** by linking learners in every physical space with a pervasive atmosphere of virtual learning resources, It is also **interactive**, such that technology will enable to produce a rich tapestry of communication; interactivity will replace educational delivery as the metaphor for learning, and last, but the least, learning would be **collaborative/cooperative** where learners will function as member of learning teams as well as individual.

The scenario that has brought about by the new century was considered as one of the several considerations why the Department of Education restructured the curriculum.

The 2002 Basic Education Curriculum (BEC): The Answer to the Challenge

The 2002 Basic Education Curriculum (BEC) is a restructuring of the elementary and secondary curricula. This aims at raising the quality of our Filipino learners and graduates and empowering them for learning how to learn anywhere even when they are left to themselves. The curriculum is restructured to promote more mutual interaction between students and teachers, between students themselves (**collaborative learning**) and instructional materials, between students and multimedia sources, and between teachers of different disciplines (**collaborative teaching**). The integration of values education in all learning areas is considered.

New Methods of Delivering Special Education Services to Meet the Demand of the 21st Century

Provision for new generations of powerful integrated approaches, techniques and services to support the education of the century is most wanting. Before the implementation of 2002 BEC, massive trainings for school administrators, teachers and other school personnel were conducted. Parents and other stakeholders were also informed about the restructured curriculum through mass media.

Though the curriculum for the special children is based on the 2002 BEC with some modification depending upon the needs of the special children, conferences, write shops and trainings were also conducted by the Bureau of Elementary Education and the SPED division in search for the right methods, strategies and techniques that would help the SPED teachers implement the curriculum. The choice of the teaching strategy to be used is critical. One of the teacher responsibilities is to meet these differences by providing the students with hearing impairment appropriate environment to learn to their maximum capabilities.

Cooperative Learning: A Proposed Technique in Teaching

Reading with Comprehension for the Hearing Impaired

World educators have continuously search for the right formula that will minimize the problem in reading. The search for the right solution has necessitated studies on wide range of subjects. The researches include the teaching techniques, methods and approaches for effective reading.

The teaching of reading as a subject for the Filipino deaf students had always been the problem of every reading teacher. Educators for the deaf claim that it is difficult to teach reading to Filipino deaf students because they have to master two languages (English and Filipino) at the same time pursuant to the Bilingual Policy.

Helping the students with hearing impairment to read with comprehension is everybody's concern. Comprehension is the ultimate outcome of having read. It is the most important ongoing activity of reading. Without comprehension, reading is nothing. But reading, with comprehension is the crowning glory of the human race.

It is in this premise why teachers for children with hearing impairment are continually experimenting with a variety of methods and techniques to accommodate the individual needs of the hearing impaired.

The paper discusses the cooperative learning technique which is perceived to be the right technique in teaching reading with comprehension to students with hearing impairment with consideration to the characteristics of the learning in the new century.

JAPAN

Dr. SATO D.S. Masayuki

**The Early Intervention for an Infant with a
Hearing Impairment**

—Support in the First Sixteen Months—

ABSTRACT

This paper reports on an individual case of early intervention for an infant with a hearing impairment. The subject was a baby girl diagnosed as hearing impairment by Universal Neonatal Hearing Screening (UNHS). We provided educational guidance and counseling for the subject and her parents through the early intervention program. Three areas of support, i.e. audiological support, developmental support and support for the parents, are discussed in relation to this case.

1. INTRODUCTION

The Universal Neonatal Hearing Screening (UNHS) provides hearing analysis on newborn babies who may require related surgery, including ENT. UNHS received approval and strong recommendation by the Ministry of Health, Labour and Welfare on 1, Oct. 2000. Hearing impairment up to 3 years old was previously identified through medical (physical) examinations on children 18 months old and 3 years old, enabling diagnosis of newborns through UNHS. Recently, the number of cases visiting to the educational guidance sessions in schools for the deaf or day care centres for the hearing impaired increased. However, many problems are encountered in educational guidance for hearing-impaired infants and their parents, i.e. difficulty in examining the degree of hearing loss due to various auditory behaviors, difficulty in timing the appropriate fitting of hearing aids through audiological development and intervention for parents distressed over infants diagnosed with a hearing impairment.

This study discusses early intervention, or audiological support, including evaluation of the hearing threshold level, appropriate fitting of hearing aids, developmental support, and support for parents in relation to an individual case diagnosed as hearing impaired through UNHS.

2. PROFILE OF THE CASE

The subject is a baby girl (age 1 year 8 months) born in Oct. 2000 in a state of suspended animation (weight: 2,968 g). She was evaluated as having a 3-point Apgar score, and her obstetrician transferred her to the general hospital (polyclinic).

The infant did not display any reaction on the UNHS (Automated Auditory Brain Response:

AABR) at 7 days, 8 days, and 1 month, nor on ABR (Auditory Brain Response) at 3 months and was subsequently diagnosed as being hearing impaired in both ears. There is no history of hearing impairment in her family. She and her parents visited the educational guidance center in NISE for the first time when she was 5 months old.

3. AUDIOLOGICAL SUPPORT

Our support includes the evaluation of various audiological behaviors, the appropriate fitting and usage of hearing aids and guidance for auditory learning in daily life.

March 2001 (Age 5 months)

We evaluated the degree of hearing loss through Conditioned Orientation Reflex (COR) audiometry. The infant showed movement of her eyebrows, and searched for the sound source when she could hear the stimulus sound at 90-95 dB at each frequency. She displayed frustration when the stimulus sound ceased. The first time she wore a hearing aid, appropriately fitted based on the results of audiometry, she appeared pleased to be able to hear sounds through hearing aid.

April 2001 (Age 6 months)

On audiometry, she turned toward the sound source while observing her father's face on being able to hear the stimulus sound at 70 dB (250 Hz), then displayed an inquisitive expression at the sound source heard at 80 dB (1000 Hz). Eventually, she laughed and appeared to enjoy observing moving toys used on COR at 90 dB (1000 Hz). When she wore the hearing aid in her right ear (monaural), she frequently responded to sounds, especially those from the toy drum and rattle.

May 2001 (Age 7 months)

On audiometry, the infant often uttered, "Uh-", "A!" and "Ah-" upon awakening to hear stimulus sounds as follows: hearing levels for 250 Hz, 500 Hz, 1000 Hz, 2000 Hz, and 4000 Hz were 55 dB, 70 dB, 80 dB, 80 dB and 80 dB, respectively. After one month of wearing the hearing aid, she became active, showing that she wanted a toy by making sounds.

June 2001 (Age 8 months)

On audiometry, the hearing levels for 250 Hz, 500 Hz, 1000 Hz, 2000 Hz and 4000 Hz were 60 dB, 65 dB, 80 dB, 85 dB and 80 dB, respectively; she then removed both hearing aids, unable to continue wearing them, because she was suffering the ear mold. When she was absorbed with a toy, she could wear the hearing aids for a few minutes, with our support. We adjusted the maximum output control on the hearing aids because of too loud a bang felt by the infant.

July 2001 (Age 9 months)

On audiometry, the hearing levels for 250 Hz, 500 Hz, 1000 Hz, 2000 Hz and 4000 Hz were 55 dB, 70 dB, 85 dB, 90 dB and 90 dB, respectively. She often showed audiological behavior (for

example, observing her mother's face, orientation of the sound and so on). Concerning the use of hearing aids, she showed a desire to remove the hearing aids during the absence of sound, while she showed continuity in wearing the hearing aids for more than ten minutes when playing with a toy that made sounds.

August 2001 (Age 10 months)

On audiometry, the hearing levels for 250 Hz, 500 Hz, 1000 Hz, 2000 Hz and 4000 Hz were 50 dB, 60 dB, 75 dB, 75 dB and 85 dB, respectively. Her aided hearing level was 40-50 dB in any frequency area.

September 2001 (Age 11 months)

At the following session, a change was made from COR to play audiometry. At first, she observed her mother's face when she could hear the stimulus sound and then showed interest in the toys that were used on play audiometry. She switched on the toys when she heard the stimulus sound, while she understood that she could not switch on toys during the absence of stimulus sound. The hearing levels for 250 Hz, 500 Hz, 1000 Hz, 2000 Hz and 4000 Hz were 55 dB, 70 dB, 75 dB, 80 dB and 85 dB, respectively. She often responded to the stimulus sound from toys, especially popping sounds.

October 2001 (Age 1 year)

She was eager to begin audiometry because now she understood that she could receive a moving train or animation when she could hear a stimulus sound. Hearing levels for 250 Hz, 500 Hz, 1000 Hz, 2000 Hz and 4000 Hz were 65 dB, 65 dB, 65 dB, 70 dB and 80 dB, respectively.

November 2001 (Age 1 year, 1 month)

The use of hearing aids brought to steady interest in the different sounds coming from various toys. When she could hear the stimulus sound, she looked for the source of sound with her voice.

January 2002 (Age 1 year, 3 months)

When she could hear the stimulus sound, she showed her ear. In this session, the use of audiometry changed to a procedure using inserted earphones. Hearing levels were 55-70 dB. At first, she played with various musical instruments, and eventually played with the toy that was a favorite with her.

In a series of audiological support, we should evaluate her various auditory behaviors when she could hear the stimulus sound (for example, eye movement, observation of the face, utterances, and so on) as well as turning or pointing to the source of sound.

4. SUPPORT FOR THE PARENTS

At first, the infant's parents had to accept the fact that their daughter had a hearing impairment and even then, it was difficult to grasp the degree of her hearing level. Her parents asked us how many decibels her hearing level might be and so we presented stimulus sounds on the same level as their daughter's to enable them to understand her hearing condition. We also demonstrated sounds that would be difficult or easy to hear.

At each educational guidance session, we requested a report from her parents on her daily life (for example, communication, playing, awakening to sounds and so on). We then advised them according to their report. The progress was as follows.

Age 5 months - 7 months

The report showed that she often heard sounds through her hearing aids, and that her parents made approaches to her, but such approaches did not lead to communication. We advised the parents on viewing and understanding her behavior (for example, she may cry out when feeling lonely, indicating that she would like to communicate with them).

Age 8 months - 10 months

The reports often indicated what sounds were easy for her to hear. But they also showed that she had not worn her hearing aid. Being of a serious consequence, we advised the parents that their daughter should be provided with the opportunity to experience daily life with or without the hearing aid and that they should be aware not only of the presence of sounds, but also of her daily life.

Age 11 months - 1 year, 4 months

The reports often referred to communication with family, playing with toys and so on, and also mentioned communication with persons other than family members. We advised the parents on understanding her communication behavior.

5. DISCUSSION

5.1. The First Educational Guidance Session after Hearing Impairment Diagnosis through UNHS

At the first educational guidance session, parents with a hearing-impaired infant often ask how many decibels the hearing level is, whether the infant is quite different regarding hearing sounds, and whether it will be difficult for them to communicate with their infant. As Hariya, Tanaka and Morita (2000) indicated, parents are usually distressed about the hearing impairment because they have received an unsatisfactory account of the UNHS results.

Therefore, at the first educational guidance session, it was suggested that we gain an

understanding of the UNHS results, obtain more information on hearing impairments, and review comprehensive development with the parents.

5.2. Evaluation of the Infant's Hearing

An infant responds to sound in various ways. In this case study, the infant often searched for the source of sound, and also knitted her eyebrows and displayed a cheerful expression when she heard the sound. Then, it was suggested major factor how we should observe her response to sound on the evaluation of hearing, being difficult for her to respond on her own initiative.

5.3. Appropriate Fitting of Hearing Aids

In this case, the infant began wearing hearing aids at the age of 6 months, but often removed them after a few minutes because they were strange objects to her, which made her parents impatient. As previously discussed, the infant began to hear sounds through the appropriate fitting of hearing aids because her hearing impairment was congenital and she had few experiences in hearing and comprehending sounds. An environment in which she could experience hearing sounds with her parents should be provided.

5.4. Support for Communication between Infant and Parents

As mentioned above, the infant's parents became impatient over the difficulties in communicating with their infant. The parents had disregarded their attachment to their daughter and their dependence on her as a human being, which is the basis of communication and overcoming the impairment.

We advised the parents to accept their daughter's handicap and to participate in activities and opportunities to play with her, regardless of auditory-oral communication through hearing aids.

5.5. Developmental Support

The possibility that the infant has impairments in areas besides hearing should be considered due to her low Apgar score at birth. She may need developmental support as well as audiological support. In general, infants and parents receive audiological support, but considering infant development, auditory development could be just the beginning. While we evaluate comprehensive development that includes social development, motor development and so on, we should provide support on these matters.

6. CONCLUSION

This paper reports on an individual case of early intervention for an infant with a hearing impairment. The subject is a baby girl who was diagnosed as hearing impaired by Universal Neonatal Hearing Screening (UNHS). We provided the early intervention program for the subject and her parents on educational guidance and counseling. Three areas of support were discussed:

First, audiological support, which included the observation of various audiological behaviors, the appropriate fitting and usage of hearing aids and guidance for auditory learning in daily life. Second, developmental support, which included the observation of various physical activities and emotional conditions. Finally, on the support for her parents, it was suggested that guidance be provided on understanding hearing impairment, interaction and communication between infant and parents, and the consideration of health care as major factor.

References

- 1) Baguley, D., Davis, A. and Bamford, J.: Principles of family-friendly hearing services for children. *British Society of Audiology Newsletter*, 29, pp. 35-39, 2002.
- 2) Hariya, S., Tanaka, Y. and Morita, N.: The psychology of parents with child who was evaluated as "refer" on the Universal Neonatal Hearing Screening. *Audiology Japan*, 44, 5, pp. 279-280, 2001 (in Japanese).

CHINA

Ms. Yang Xijie

**Rewrite the Lives of Children with Hearing
Impairment: A Case Study of an LRC teacher**

Summary

"LRC" (Learning in Regular Class) refers to integrating children with disabilities into regular school classes for their learning. This paper is a report on my study aimed at analyzing the experiences of an LRC teacher in Chinese school. The object chosen for study is a teacher who taught children with hearing impairment in LRC environments. I conducted this study through 7 intensive interviews with teacher, parents, director for LRC projects in Beijing, in addition to a large collection of relevant data including written documents and audio-visual records.

I will present my findings in the following aspects:

- 1) The attitude changing of the teacher towards LRC. There are 3 phases from total rejection to sympathetic acceptance, to positive participation in the practice.
- 2) Characteristics desirable or essential for an LRC teacher to be successful. These include the sense of responsibility, searching for the resources initially, and self-reflectivity.
- 3) The external elements for an LRC teacher to be successful. Teacher training is the most important thing, then the change of the students could make the teacher feel the life become more meaningful, at last the infection of excellent special educators could push the teacher into the LRC project.
- 4) Some efficacious strategies for LRC teaching. These include teaching the children to verbalize the thinking process while they are resolving problems, training them to use mathematic gestures to help themselves think logically, encouraging their fellow students to be involved and to offer assistance and support, and teaching the students in accordance to their aptitudes.
- 5) Some efficacious strategies for LRC management. These include how to create a non-discriminatory atmosphere in which students realize that everyone is different and has his/her special needs, how to create an equal environment, which means that every student in the class enjoys the right of being cared by the teacher, and the right of obtain success.
- 6) The main stresses of LRC teachers encounter are: be lack of understanding by the colleagues,

shoulder too heavy working burdens, and suffer too many visits and inspections.

7) Main obstacles in LRC students' development. These include they are unable to transit smoothly from kindergarten to primary school, they could be puzzled by unwanted visits, they could be cumbered by choosing a school having experience or near the home. At last, LRC students would draw more time and energy from teachers, so it might block the development of the most intelligent students.

Practice of special education such as LRC is still an innovation in China. Much support and involvement from teachers and the general society is needed. Much study and research also needs to be carried out. It is my hope that the analyses and findings presented here will serve as a basis for my further research in relevant areas.

Opening words: The story of a girl and starfishes

"When the tide recedes, thousands of starfishes are scattered along the beach. They will be exposed to the glare of the sun and die soon afterwards. With a small spade in hand, a little girl is digging out dying starfishes from the sand in earnest. And then she tosses them back to the sea one by one. An old man, taking a stroll on the beach, passed by the little girl. Shaking his head, he remarked, 'there are so many starfishes, how can you help all of them?' The little girl looks up at the sparkling blue sea and looks again at the starfish in her hand, saying, 'yes, I can't help all of them, but for the starfish in my hand, I save her life.'"

The story was told by my colleague Mrs. Peng Xiaguang at a seminar in September. By quoting this story, she wished to hearten all the people who pursue the career of special education. I was shocked by the story, not only because it is thought provoking and appealing, but also it coincides with my recent research experiences.

From July on, I have been collecting materials about a teacher, whose name is Xu Wenqi. With the accumulation of data and further exploration into the research, I find myself more attracted by my research object, because of appreciation as well as respect. The several deaf children's life has been enlightened by the dedicated teacher, like the starfishes returning to the bosom of the sea.

This research is just a case study of an LRC (Learning in Regular Class) teacher. It is not intended to prove that other teachers have similar experience and feelings. However, I believe if a task is assumed by a small number of people, even just one person, it still demonstrates a certain possibility, which in turn needs perfect explanation. Besides, this disquisition is not an end to my research but an attempt to propose ideas and provoke controversy, on which I would like to base my further research.

Why should I conduct research on LRC?

The idea of conducting systematic and intensive research on LRC sprang from my curiosity when I was a grad student two years ago. Once I went to a school to investigate into LRC. Three teachers made comments like this, "if I could choose, I wouldn't teach the students who are LRC students. It is too difficult! I can't do like A and B (both of the teachers enjoy high reputation in this field.) I simply can't do that'. (2000-4-12, MX Primary School, research data) The purpose of that research is to learn what arrangements and adjustments the school has made to meet the needs of LRC students. Hence I didn't inquire into these problems, but it did impress me: why do they think it is so "difficult"? Is it because they don't have sufficient teaching ability? Why can't they teach like A and B? Is it the case that A and B have certain characteristics that they don't possess? (2000-4-12, research log) Prompted by curiosity, I began to pay attention to research in this field. Before I set forth what I have learned, I would like to acquaint you with the general situation of the development and research in this field in China. In that case, you will have a complete understanding of the background of the research.

LRC (Learning in Regular Class) refers to integrating children with disabilities into regular school classes for their learning. By the early 80's in 20th century, LRC has emerged in the rural areas in China because children with disabilities in those areas didn't have access to special education schools, which centers on big cities (Chen Yunying, 1996). Regular schoolteachers began to enroll children with disabilities according to their conscience. In 1988, the former National Ministry of Education director Mr. He Dongchang for the first time brought up the term "Learning in Regular Class" on the first National Special Education Conference (Chen Yunying, 1997). The spot check in 1989 revealed that there were over 8,000,000 school age children with disabilities, among whom only 1% received education while 45% couldn't go to school, the remaining studied at regular classes or special classes in normal schools. This demonstrates that the mere establishment of schools offering special education can't fill the crying needs in China. In view of the fact that we have about 1,000,000 primary schools all over the country, if we set up special education classes or learning in regular class programs in every primary school, the educational rights of children with disabilities will be guaranteed (Chen Yunying, 1996). In 1994, National Ministry of Education enacted a document concerning a tentative attempt to originate the LRC project. Since then, children with disabilities have benefited more from the compulsory education and LRC has developed conspicuously. By the year 2000, a pattern for special education has been formed in the country, with special education schools as the backbone and learning in regular class program being the principal part. And there are 214,417 children with disabilities learning in regular primary schools, accounting for 69% of all the children with disabilities (Chinese Educational Almanac, 2000). In the meantime, researchers have been concerned about balancing the needs of students with disabilities and normal students to ensure that normal students' study is not affected. It may well be concluded that "the most influential educational reform and practice in special education in Mainland China is LRC program, and it has been attracting

researchers' attention and stimulating them to explore further...A comprehensive survey of the experiment and research in this field in Mainland China comprises objects, teaching contents, teaching methods, educational management, evaluation, unsolved problems, etc." (Su Lingxin, 2000).

Among a multitude of researches in learning in regular class, research on teachers fall into the following four categories. (Category of the first significance is how to train LRC teachers. The main viewpoints are summarized as follows: First, special education should be added to the curriculum of teachers college; governments of different levels ought to preside over training courses, training programs need to be strengthened to help teachers; schools commit themselves to promoting research and inviting experts to guide the teachers.

Secondly, discussions should be hold on what kind of teaching skills these teachers need to have, the main points read: Teachers should master the basic notions of special education; they ought to learn fundamentals of the mental and physical development of children with disabilities; moreover they are supposed to cultivate the ability to sort out and evaluate children with disabilities at the initial stage; and the ability to design IEP (individualized educational plan), etc.

The third focus is on the educational policies teachers implement. From these disquisitions, we know that the most widely used strategies are group teaching, co-learning, after-class tutorship, etc.

Teachers' attitudes towards the handicapped students are the fourth point. Researchers don't share the same views here. Some believe that teachers hold an optimistic attitude towards this project (Liu Chunling, Du Xiaoxin & Yao Jian, 2000; Zhang Ningsheng, 2002) while others are more pessimistic (Wei Xiaoman & Yuan Wende. 2000).

Although these researches are conducive to my understanding of the general situation, still I don't think that they can answer all my questions. First, most of the data provided are statistics taken from questionnaires or merely theoretical assumption. As to questions like, what kind of training have the teachers received, what effect the training has had on the teachers, what are the qualities required of the teachers in addition to expertise, what educational strategies do the teachers employ, what problems have the teachers encountered in their work, etc, no one has ever carried out a thorough and explanatory research. However, these problems can be treated properly by means of qualitative research method. This is my motive for conducting research on LRC.

Next, since teachers spend a lot of time with students in such classes, that is to say, teachers play a pivotal role in the students' studies. If we find out more about teachers' needs and try to facilitate them with all kinds of support available, students will the be ultimate beneficiary.

* Literature comes from *Chinese Journal of Special Education*, 1994-2002; *Special Education Research*, an informal publication, 1992-2002; *Modern Special Education*, 1995-2002.

Last, in my opinion teachers are the key to such a project who advance its association with the society, since the program concerns various sections of society, e.g. the decision-making government sections, the educational administrative sections, research organizations, communities, etc. And as the executors of the project, their experience can appropriately account for the effect and indicate the present problems and how to improve, etc. These are not only reasons inspiring me to study teachers in this field, but also the purport of the research.

What do I want to learn? How can I learn it?

When I began my research, I was puzzled. "What on earth do I want to know about the teachers?" In my planning stage, the theories I have learned, the books I have read, my experience have had more and more evident influence on my choice.

In the atmosphere stressing on the quality of education, more researches are conducted on teachers, especially successful teachers or named expert teachers. We discuss the developmental stages of expert teachers, individual characteristics, teaching and management capabilities, hoping to find factors that are conducive to the cultivation of green hand teachers so that we can raise educational quality faster and thoroughly. Therefore, this research was intended to discuss the following questions initially:

What characteristics are required of successful teachers in this field?

What other factors can help teachers to achieve success?

What teaching and class managing strategies do the successful teachers employ?

What are the main problems of LRC in the teachers' eyes?

Since I assume that knowledge is multi-layered and constructed, when I began to conduct the research, especially when I had a face-to-face conversation with the interviewee, new problems arose and new concepts popped up now and then. Consequently the conceived research plan has changed. These issues will be discussed in the section "what have I discovered?"

My major in my graduate years is deaf education; so I am familiar with psychological development of deaf children and the educational principles of deaf children. That's why I want to conduct my research on teachers who have taught deaf students. Undoubtedly I will have more common ground with such teachers, which is a great help for me to understand them. Furthermore, to achieve my research goal, I hope to find a "successful" teacher who is experienced in this field. The definition I give for "successful" is "having received awards endowed by Beijing municipal government and bearing high fame." I happened to meet such a teacher, Mrs. Xu Wenqi, last year. She suits the demands perfectly. She retired last October and has been awarded for her contribution to special education several times. She has been invited to be a special education itinerate teacher by a certain school district. Besides, it is hard to find other research

objects, for I am busily engaged in my work, so I decide on Mrs. Xu. On July 11, I told her my intention on phone and she accepted my request. "I am glad to talk about it with you, there is nothing special, I'd like to tell you what I know." (2002-7-11, Mrs. Xu, telephone records) We interviewed 4 times: 2002-7-18, 2002-7-23, 2002-8-5, 2002-8-23.

I also take a random sample of 2 students out of the 13 deaf students ever taught by Mrs. Xu and asked Mrs. Xu to contact their parents for me. The students are Wang and Li, Wang was Mrs. Xu's first LRC student, and she is a high school student now; Li is still a 5-grade student, and he was taught by Mrs. Xu from 1-4 grades. Thus I made an interview schedule with the parents, for Wang's mother, 2002-7-20; for Li's mother, 2002-8-2. Talking with the parents was included in my preparation for the research, for the following two reasons: first, to enrich my materials, secondly, to learn what characteristics a successful teacher have from the parents' angle and how the parents evaluate the work of the teachers. In my interview, Mrs. Xu mentioned Ye Liyan several times and talked about his influence. Therefore, I also decided to interview Ms. Ye on September 4, who happens to be one of the originators of promote deaf children to learn in regular class in Beijing. And he is still one of the people in charge of the LRC program. As a result, in the interview with Mr. Ye, I mainly inquired about the following questions: the training of teachers who would like to accept handicapped students in regular class; the characteristics required of such teachers; the teaching strategies teachers employ in such cases and problems in such a project in Beijing.

In my former research plan, I intended to go to the school where Mrs. Xu taught before she retired. The idea was dismissed because of the change of school principal and personnel as well as some other restricting factors, so the specific methods and interviewees changed in accordance with the new problems.

How did I collect and sort out my data?

My data can be classified into three main types:

1. The result of intensive interviews:

Once the interviewee agreed, I used my tape recorder to record the interview. Meanwhile, I put down the key words on paper. This material has played a key role in my research. I made very clear mark about the time, date, place, people, and theme of the tape and interview record. At the same time, I tried to mark down the interviewee's expression, motion, and the change of intonation.

2. Other related information:

In addition to being interviewed, Mrs. Xu also gave me her teaching materials, including disquisitions, teaching plans, tapes shot in class, etc. What's more, at my request the school principal offered me other related materials, including IEP for LRC students, personal information of

individual deaf students, educational reform disquisitions, etc.

3. Research log:

Research log records my reflection and arrangement each time after I sort out my interview materials, or finish reading literature, or watch videotapes. The analysis and collecting are synchronized. As to the collected materials, I deal with it immediately like this: initial analysis of the original materials, classifying the files, description work or chart making indicating people, date, situation, source, etc. Then I read these materials carefully, and compare the registered concepts with the theme according to the situation, time, and place. At the same time, classification is carried out repeatedly and accumulation of materials continues.

What have I discovered?

1. The attitude changing of a teacher towards LRC:

This is a question that I have not considered during my research. During the visiting to Mrs. Xu, in order to make the talking natural, I asked her: "When did you start to work as an LRCteacher?" I was wrong when I considered that the answer I got would be a simple one. "Mrs. Xu was telling the her experiences continuously, during which I had a strong feeling: Well, is it not the attitude changing of a teacher towards LRC!" (2002-7-18, research log)

The attitude of Mrs. Xu towards LRC can be divided into three phases: total rejection, sympathetic acceptance, and positive participation. In 1991, Mrs. Xu was the teacher in charge of 1 grade, in which a deaf girl called Wang studied. After Mrs. Xu knew this, she firstly thought about finding the girl's parents and suggested them to send the girl back to the school for the deaf: "I think that the deaf child is not able to hear and speak, how can they keep up with the class? What's more, I am not able to teach them. The school for the deaf is the only place for them to learn". (2002-7-18, Mrs. Xu, intensive interview) Since being not familiar with the deaf child, and never heard of LRC, Mrs. Xu believed that studying at school for the deaf is the most reasonable choice. (2002-7-18, Mrs. Xu, intensive interview)

Wang's mother found Mrs. Xu, and told her that Wang had been trained at a rehabilitation center for deaf children, although her pronunciation was not clear, she could still communicate by reading lips and using the remaining hearing. Wang's mother also told there was the case in foreign country that deaf child studied at normal school reported by a newspaper. Wang's mother found Mrs. Xu for several times, imploring Mrs. Xu to accept her child. Due to the sympathy for the child, Mrs. Xu agreed to accept Wang: "I know the parent is not easy, and it was reported that such child is able to study at normal school, so I will try." (2002-7-18, Mrs. Xu, intensive interview) Mrs. Xu accepted Wang, while she did not know what method should be adopted to teach the deaf. Therefore she took the method of "after-class tutorship". When the class was over, Mrs. Xu kept Wang staying and had lesson for her, talking, writing and explaining. Although

such method could help Wang on her study, it cost large amount of time and energy for both child and teacher, and made them exhausted. Through teaching, Mrs. Xu realized gradually that only as the teacher finds out a suitable way of teaching, is the deaf child able to study at normal school. (2002-7-18, Mrs. Xu, intensive interview)

On 1993, the training program for the teacher of regular class was held at Beijing. Mrs. Xu was recommended to attend the training by educational official of the school district. Mrs. Xu had benefit greatly from this training. She had applied the methods learned from training into the teaching practice, and obtained good effect. Wang's study performance became better and better, and was able to communicate with other teachers and students smoothly. "You really see the difference of the child, and the pleasure can not be expressed by the words." (2002-7-18, Mrs. Xu, intensive interview) In the following several years, Mrs. Xu had taught 12 deaf students. "I am really very glad when I see the changes of these children, although it is very hard, I have love it." (2002-7-18, Mrs. Xu, intensive interview)

From refusing to total rejection to sympathetic acceptance, to positive participation in the practice, Mrs. Xu's attitude changing towards LRC has direct connections with the grasping of the basic theories of LRC and teaching methods of deaf education. "If I did not attend the training, and no one instruct me, it would be impossible for myself to achieve anything. Without the sense of accomplishment, it would be difficult to have affection towards LRC." (2002-7-18, Mrs. Xu, intensive interview)

Although there is no one to conduct the phase analysis for the attitude changing of the LRC teacher, the investigation made by Liu in 2000 at Shanghai shows that "the effective training" and "normal teacher accepting disabled child" were relevant (Liu Chunling, Du Xiaoxin & Yao Jian, 2000), there was significant difference between the teachers with and without training. There is common viewpoint between the investigation result and my conclusion.

2. Characteristics of an LRC teachers to be successful

Some characters possessing by Mrs. Xu contribute a lot to the fact that she is able to teach the deaf child well at regular class. First of all, "the sense of responsibility". "The sense of responsibility" has been mentioned by Mrs. Xu, the parents and Ms. Ye for several times. "As a teacher, the basic requirement is having the sense of responsibility. No matter what kind of child, the teacher has the responsibility to teach him/her well when he/she in your class" (2002-7-23, Mrs. Xu, intensive interview). Ms. Ye commented, combining with his experience of instructing LRC teachers "the successful teachers are those with responsibility, they do not teach for the only purpose of teaching, but teaching by their hearts." (2002-9-4, Mr. Ye, intensive interview) "Mrs. Xu is the teacher with most responsibility I have ever known. She did tutorship for my child every day, and then let my child's classmates to teach her words and sentences...She thinks out every possible way to make the child study." (2002-7-20, Wang's mother, intensive interview)

"As a teacher, the most important is the sense of responsibility. It all depends on whether you treat every child equally, no matter he/she is deaf or not, and you will teach them same." (2002-8-2, Li's Mother, intensive interview)

From the above recites, it can be seen that "the sense of responsibility" has two meanings at least: firstly, whether the teacher can treat every child equally, without discrimination for the children with disabilities. Secondly, whether the teacher has ever considered all the possible teaching methods and strategies making the child learn.

The second characteristic is to search for the resource initially and take advantage of the resources. The work of LRC will not be accomplished by individual efforts, it depends on the cooperation of professional team consisted by the administrative officials, special education experts, doctors, psychologists etc. However under the current situation of China, such kind of team has not established yet. Then what shall the LRC teachers do as meeting difficulties? "Asking when unknowing. I like to ask questions when I were in the training class. Anytime I met difficulties and problems I will call the experts like Mr. Ye for the solution, although that will cause trouble for them, anyway I must make it clear and get the problem solved. Actually, they are warmhearted. •••And I always look through materials, knowing what teaching methods adopted by others." (2002-7-23, Mrs. Xu, intensive interview) Being able to search for the resource initially and take advantage of the resources, Mrs. Xu gradually held "the human resource network" and "the material resource network" for herself. The human resource network includes education specialist for the deaf, specialist for LRC, administrative official of the district education committee being responsible for LRC etc. The "the material resource network" includes the relative information concerning psychology development of the deaf child, language training for the deaf child, LRC theory, as well as the class records of Mrs. Xu during these years' practices. All these materials have efficiently help Mrs. Xu to resolve the problems on teaching. "At present, when I meet problem, I will call them, and they will solve the problem for me", "The two cases of materials will help the young teachers without exaggeration." (2002-7-23, Mrs. Xu, intensive interview)

The third character is being good at self-reflectivity. Self-reflectivity is a prominent characteristic of expert teachers, which is reflected as the timely feedback and improvement of the teaching practice. "I often think about what is right and what is wrong during my teaching practice, and what improvement can be made." (2002-7-23, Mrs. Xu, intensive interview) "I like to contemplate, and after the training, I've read some books and always think what improvement can be made on my teaching method." (2002-8-5, Mrs. Xu, intensive interview) For Mrs. Xu's self-reflectivity, the parent has some experiences as well, Wang' mother commented that: "Mrs. is responsible for her teaching, and she is different from other teachers, who seldom to reflect after teaching. Mrs. Xu will reflect. She can teach Wang successfully, besides the sense of responsibility, the more important is that she is able to think over the problems." (2002-7-20, Wang's

mother, intensive interview)

3. The external elements for an teacher to be successful

Besides the characteristics possessed by the LRC teacher, the external elements shall not be ignored, as considering the success on teaching.

During the teaching practices of Mrs. Xu, the training affected her mostly. "Before training, I am just spending my time and energy fruitlessly, I really do not know how to teach. While after training, I understand that, well, the development of the deaf child is like this, I'd better pay special attention to their inner language." (2002-7-23, Mrs. Xu, intensive interview) "If there was not training, only with my own efforts, it is possible to achieve something, but not today's achievement, it may not be better than this." (2002-8-5, Mrs. Xu, intensive interview) Mr. Ye mentioned that: "For all these years of managing LRC project in Beijing, the deepest impression is that training for the teacher is the crucial step, since the teachers are the direct performers of LRC, and nothing can be achieved, if the teacher is not qualified." (2002-9-4, Mr. Ye, intensive interview) It was 1993, when Mrs. Xu accepted systematic training that was held by Beijing Education Committee, experts were invited to give lessons for LRC teachers who taught deaf students. All the classes were arranged on Sunday, once for every two weeks. In this training, the teachers were not only required to attend the classes, but also required to write papers for a regular time. By this way, it can supervise and urge the teachers to study, and deepen the understanding of the classes. What's more, Beijing Education Committee also assigned tasks for the four schools of the deaf to support the LRC schools. Mrs. Xu's school will be in the responsibility of the Beijing Fourth School for the Deaf, which had sent an excellent teacher to listen to classes of Mrs. Xu and they exchanged experiences with each other. Thus, Mrs. Xu can learn not only for training, but also from the direct instruction.

The second element is the change of the students. "For so many years, I can keep teaching all the times, and teaching with great interest, which will be un-separated with the changes of the students." (2002-7-23, Mrs. Xu, intensive interview) The changes of the students bring not only the feeling of achievement for Mrs. Xu, but make her find the meaning of her life. I ask Xu: "Do you feel like that the lives of yours and those of the deaf children have blended together, and you step into the lives of each other, don't you?" Mrs. Xu nodded: "Yes, I believe that the lives of these children will change, so do I, and I feel my life become more meaningful." (2002-7-23, Mrs. Xu, intensive interview)

The third element is the infection of the "model". "I admire Ye Liyan all the time. I can tell a story: at that year, it required to write a thesis, and I don't know how to write, so I call Mr. Ye for instruction. Mr. Ye made an appointment with me for the discussion. Unexpectedly, it was snowing at that day, and the traffic is very difficult. I thought to cancel the appointment. But to my surprising, Mr. Ye walked to my house. You know the way is so long and hard for

walking! Without any complain, he told me how to write the thesis, and how to teach the child. I was so moved. Since we were not knowing each other very well, and why should he walk so long to teach me in the snowing day. Why? It was all for the children! For LRC! I was so moved, really, at that time, I was thinking that I will make my best efforts, or I will not worthy of the efforts made by Mr. Ye!" (2002-7-23, Mrs. Xu, intensive interview) During the interview, I've thought about the "social study" theory. As a "model", Mr.Ye had deeply infected Ms.Xu by his love for the deaf children, and the earnest to the work, as well as the "lesson in the snow". Besides the knowledge and skills, if the personality "model" can be provided in the training for the teacher, it may urge the progress of the teachers more effectively. (2002-7-23, research log)

4. Effective teaching strategies

LRC cannot be realized, if the teacher is not able to transfer the theory into practical teaching strategies, regardless how many basic theories of LRC and deaf education he/she grasped. For Mrs. Xu, a successful and experienced teacher, what are the most effective teaching strategies she has?

Firstly, "verbalize the thinking process of resolving problems". The subject Mrs. Xu teaching is the mathematics, which requires the logic and abstract way of thinking. This is just the weak point during the psychological development of deaf children. "Verbalize the thinking process of resolving problems," means to understand, analysis, judge, reasoning and answer the question with accurate mathematics language, and express out the connotative thinking process. (Mrs. Xu's paper) Deaf children do not willing to "verbalize the thinking process of resolving problems" normally, while the unclear express will affect the preciseness of the logic thinking. "Verbalize the thinking process of resolving problems" is the breakthrough point to cultivate the mathematic ability of the deaf student, since it will apply language, as well as large amount of mathematic knowledge and skills, and will enhance the ability of various aspects. Mr. Ye has mentioned that: "Actually, all the methods adopted by these teachers, apply a basic theory of education for the deaf, that is all the teaching shall combine with the language development of the deaf child. This language is not only the "spoken language", but also the "internal language". (2002-9-4, Mr. Ye, intensive interview) The deaf child shall purposely learn to express the matters in the world, and purposely learn to deduce the sequence and rationality of matter development with language symbols. The "verbalize the thinking process of resolving problems" adopted by Mrs.Xu just embodies the application of this teaching method in the normal school teaching.

Secondly, assisting the deaf child's learning by using "mathematic gestures" to deal with mathematic conceptions in the class. These gestures are created by Ma Xinlan, a well-known primary mathematics teacher. Every symbols has its specific mathematic concept, for example: drawing a circle with two hands means "integrity" and "in total", two hands closing in front of the chess, then one hand leaving chess and laying open means "subtract one part from the total amount". Using the mathematic gestures, teacher can give the abstract mathematic concept a

visualized gesture, effectively help the student understand the relations between the numbers and development of the matters. The teaching method of Ma Xinlan had get great achievement on normal students. Mrs.Xu has referred to this method, and see the obvious effect on the deaf child as well. "As mathematic gestures are adopted, the deaf children are able to understand the concept rapidly. You can think about it, what it means by saying 'plus', 'deduct'? It is hard to understand, but when you show these with hands, students are able to understand." Qian Lixia (2001), who investigated LRC practice in western China, also draws a conclusion: "it should apply gestures into the LRC teaching". From this point, it can say that applying gestures in the regular class will be a strategy being worthy of research.

The third strategy is that "every one talks to the deaf student one sentence every day". "The deaf student can not hear what we say, therefore they do not know how to arrange the words. Most deaf student has received the language training, which put emphasis on the pronunciation, while pronunciation is not equal to language. To enable the deaf student speak, it is necessary to create the environment of speaking. What if there are no enough teachers and time? I let every student in the class talk to him/her at least one sentence every day. Then language environment is created, more or less, the development of his/her language ability will be possible." (2002-8-5, Mrs. Xu, intensive interview) The gist of this strategy is still the language development of the deaf students, however, it transfer part of the task of developing the language of the deaf students from teacher to the classmates, which will firstly reduce the burden of the teacher, secondly increase the contact between the normal students and the deaf student, and thirdly create a good language environment for the deaf student. It can be called "kill three birds with one stone", and it is just like one of the derivative form of "co-learning" strategy. Li's mother appreciates this strategy very much: "the classmates of my child is very kind, they teach him speaking every day, and he keeps up with other classmates quickly!" (2002-8-2, Li's mother, intensive interview)

The fourth strategy is "teach the students in accordance to their aptitude", i.e. making different teaching plans according to different learning needs of the deaf children. The teaching shall meet needs of different students, which has been known commonly. LRC requires teacher to make IEP. While in Beijing, the professional team working style is not perfect yet; therefore, IEP was mostly done by the teachers in charge of the class. Although this working method is not in accordance with the IEP policy and procedure, it urges the teacher to comprehensively evaluate the child's needs and make the teaching plan. The IEP making requires more experiences and more acute sense of adjustment. "IEP actually is what Confucius mentioned 'teach the students in accordance to their aptitude'. This knowledge will make the work easy." (2002-9-4, Mr. Ye, intensive interview) "Although they are all deaf students, the situations are different from each other greatly, such as the intelligence, study ability, language ability, cause of deaf, family condition etc, they are totally different." (2002-8-5, Mrs. Xu, intensive interview) Mrs.Xu had taught a class before her retirement, in which there were 3 deaf students. Among them, Li, whose teacher had often changed during his language training, which made his language ability was lower than the

other two. Therefore, Mrs. Xu made different requirements on spoken language training considering their respective cases. "I had consulted the experts in the rehabilitation center, and they told me that it is difficult for the child like Li to speak clearly. Therefore, I required the other two children to pronounce as clear as they could; while for Li, I could only require him to understand the meaning of other people's words. It would firstly waste the time to develop his strong point, and secondly discourage him, if I required Li to do as the other two". (2002-8-4, Mrs. Xu, intensive interview)

From the research articles, successful experiences would be "group teaching, co-learning, after-class tutorship" etc. However, Mrs. Xu. seemed to seldom mention these. I once asked her: "Do you think that strategies like the group teaching, co-learning, after-class tutorship etc. had taken an important role during the teaching?" She answered that: "these strategies I had used in my teaching, but I did not think they were the elite of my teaching strategies. The teachers who are not LRC teachers also use these methods." (2002-8-5, Mrs. Xu, intensive interview) From this point, the effective LRC teaching strategies is the field being worthy of further research.

5. Effective class management strategies

Besides the effective teaching strategies, the suitable class management strategies is also necessary, otherwise it is difficult for the teacher to achieve maximum teaching effects. How to make the students accept the deaf children? Mrs.Xu's first method is to make every student realize that everyone is different, and every one has his/her special needs. "At the moment when the new students came to the school, I said that: look, my eyesight is poor, and I need to wear glasses to see clearly. Who wears glasses in your family? Then the students told me who wearing glasses in their own families. Then I told them that this student had poor hearing, and could not hear clearly, so he needed a special thing called hearing aid. When you play with him in the future, you must not touch it, otherwise he will not hear clearly, just like take off my glasses, I will not see clearly." (2002-8-5, Mrs. Xu, intensive interview) Through such instruction, the normal students could accept the difference with the deaf students within short time, and did not take it as abnormal thing, the deaf students accepted their difference as well. Wang's mother said that: "one time, Wang went shopping with me, the shop assistant asked her 'little girl, what is on your ear?' Wang told her that 'it is called hearing aid.' 'What is it for?' Wang asked 'aunty, why are you wearing glasses?' The shop assistant said 'I can not see clearly, so I wear glasses.' Wang immediately said 'the same with you, you wear glasses for your poor eyesight, I wear hearing aid for my poor hearing.'" (2002-7-20, Wang's mother, intensive interview)

The second method is to create an equal environment. Here, equality means that every student in the class enjoys the right of being cared by the teacher, and the right of gain success. To realize the important of this, Mrs.Xu had experienced a lot. "At the first beginning, I thought I shall treat the deaf student well, and I told other students that any good thing and good chance shall be given to him/her, but the problem arouse: the deaf students never think about others,

and could not get along well with others" (2002-8-5, Mrs. Xu, intensive interview) For this matter, I had heard from the teacher two years ago when I made investigation at MX primary school. "I was afraid that they would be suffered, and required other students to give away any chance to them. But they became selfish." (2000-4-12, MX Primary School, research data) I did not know how the teachers of MX primary school solve this problem. At that time, I was doubt about that: "this sentence implies not only the unfairness for other students, but also indicated that these teachers did not really treat the deaf student 'equally', did not regard him/her as a 'child' firstly, then 'a child with special needs'. Since the children are the same, we have no right to ask them to give up opportunities to others. The teacher just noticed the 'disability' of the deaf children, and treated them with a way of 'unconcerned or obvious discriminated'. Taking special care for the deaf student on any thing, actually means being unequal to other students, which is not good for the psychology development of the deaf students, and not good for they to get along with other students." (2000-4-12, research log) But Mrs. Xu realized the importance of the problem. "From then on, I do not make 'specialty' in the class, although the deaf person need my help more, they should compete with each other. The good things and chances should be shared among them all" (2002-8-5, Mrs. Xu, intensive interview)

6. The stresses of LRC teachers

The stress here means the cases causing uncomfortable for the teacher, and affect the working efficiency. For Mrs. Xu, the most difficult stress comes from being not understood by the colleagues round her. "Being not understood makes me upset the most." (2002-8-23, Mrs. Xu, intensive interview) Some people asked Mrs. Xu that being so tired, just for these children, was it worthy of? Although Mrs. Xu's school emphasized on LRC, not all the teachers have ever taught the deaf students, and with adequate systematic training. Therefore they still do not understand Mrs. Xu. "It is really upset when other people do not recognize your work." Bur Mrs. Xu also said that "those who had taught the deaf students could understand the meaning of this work, and known it was tiresome, while those had not taught, could not understand it easily." (2002-8-5, Mrs. Xu, intensive interview)

The second stress is the heavy burden of the teacher. At present, there are around 30 even 40 students in every class at Beijing. The workload of the teacher is heavy. The workload will increase if there is a deaf student in regular class. Moreover, the supporting system for the regular class study is not perfect, there are fewer itinerant teachers, and less professional services, therefore teachers always take more tasks than others. In these cases, teachers always feel tiresome. "In the past few years, I could not sleep before 1:00 clock. So tired ", "right now, the LRC teachers in my school have more workload than others. It is uneasy for them." (2002-8-5, Mrs. Xu, intensive interview)

The third stress is that "too many visits and inspections". Though there are many LRC schools, there is a strange phenomenon that not everyone knows about LRC, even in Beijing

among the education circle. The school, in which Mrs. Xu is teaching, has been awarded as "model school", due to the excellent job of LRC. It is often arranged to welcome the visit from other schools, and accordingly, the school is added with an additional inspections inspected by the upper education administrative. On one hand, these visits and inspections promote the development of LRC, on the other hand it interfere the normal teaching progress of the school. For this, Mrs. Xu said emotionally, "My school leaders are not easy, because I have brought many works to the school. I do not mean that it is not necessary, but it does not do good to us with unwanted visits." (2002-8-23, Mrs. Xu, intensive interview)

Facing all these stress, Mrs. Xu is optimizing, "I believe that all these problems will be solved. We shall stick to LRC, by doing so, more and more people will know it, and pay more attention to it, then there will be more solutions for the problems we are facing now."

7. Obstacles in LRC students' development

Inquiry into the main problems of LRC doesn't sound very sensible, for the question is rather broad. In fact, what I try to elicit is Mrs. Xu's response from the teacher's perspective, e.g. the training and professional support teachers call for. But her answer is more complete than I expected, addressing mainly from the students' angle. When I probed further: "what you have mentioned are problems students may stumble upon in their learning. Can you talk about it from some other perspectives, like teacher training, problems hidden in the system of LRC?" She responded: "I think I am not sufficiently acquainted with the whole situation, while I am familiar with the deaf students whom I have taught. Their problems are also problems in learning in regular class." (2002-8-23, Mrs. Xu, intensive interview) Thus I changed my research focus to the present one.

First, how can we help students transit smoothly from kindergarten to primary school? Mrs. Xu said: "The major problem lies in the difficulty of helping pupils adapt themselves to primary school soon after they get enrolled. Most of the deaf students come from rehabilitation center for the deaf children, where they have much individualized training instead of group activities practiced in normal kindergartens. Though they have learned some language, adjusting to primary school life is still a tough experience for them, even harder in a short time. As a result, they have problems in their studies and make poor performance socially." (2002-8-23, Mrs. Xu, intensive interview) However, as far as I know, this problem has given rise to much discussion in general education instead of special education in Mainland China. In my opinion the main reasons might be: first, special education in China is conditioned by many factors in spite of more and more stress on early education. The present emphasis is still on nine-year compulsory education (including elementary education and secondary education). Secondly, though LRC concerns the reform of the whole educational system, it is still widely considered as a problem in special education, which has nothing to do with normal education. Thus, less attention is paid to it, which is worthy of notice. Since from the research we have already had, whether a student can

transit smoothly from kindergarten to primary school is closely related to the student's grades, communication and psychological development, but for a deaf student, this issue is more worthy of exploration. Just as Mrs. Xu has mentioned, "their early experience is one teacher tutoring one or several students, so they haven't cultivated the basic learning habits and skills schools demand. That is why it is hard for them to get accustomed to normal school life." (2002-8-23, Mrs. Xu, intensive interview)

Accordingly, Mrs. Xu and some other teachers have taken certain measures, for example, they go to the rehabilitation center for the deaf children to take classes and explain to parents what the deaf students may come across in their learning, etc. These are effective measures. But Mrs. Xu still said that more careful consideration should be given to this issue due to its significance.

The second point concerns the problems deaf students have to confront in their development. Just as what is referred to in the 6th section that teachers have to handle visits and interviews, deaf students encounter the same problem. People are curious about deaf children competent enough to deal with learning in regular class in Beijing. TV station and magazine reporters often interview such students and report their life and study, which unintentionally make the deaf students stars. Although certain interviews and reports can enhance people's understanding of this issue, too much publicity can only harbor students' desire for show and their arrogance as a star. This is very bad for a child's mental development. Though teachers try hard to create an equal atmosphere in class by repeating the tenet "although human beings are different in many ways, but everyone is equal", too much exposure to public attention has very bad influence on students' mental development. "Maybe this is only rare phenomena, hopefully with more and more such cases of LRC, there will be less exposure." (2002-8-23, Mrs. Xu, intensive interview)

The third problem is about the deaf students' choice of schools. The Beijing Education Committee regulates that students have to study in their own school district. Thus two problems ensue: whether a student should choose a school with much experience in special education or decide on one in his or her neighborhood? "There are some students in my class who are from other districts, their parents have to send children to school and accompany them home, which for sure is very time-consuming, and inevitably it affects parents' work. If they don't do so, they are afraid that there might be some danger on the road." (2002-8-23, Mrs. Xu, intensive interview) Mrs. Xu's comments reveal two problems in education in Beijing. First, LRC is not popular yet, and training of teacher is not sufficient. Secondly, the supporting system of learning in regular class is not well organized to extend valuable help to the teachers. There is not yet a system, which can render perfect itinerate teachers and professionals as well as resource rooms, so that parents wouldn't seek far and neglect what lies close at hand.

Fourthly, it is hard for teachers to give attention to all the students' development. Mrs. Xu said: "when I recall my past teaching, I can't help feeling sorry for the smartest students in class.

Because my energy is limited, I can't pay too much attention to them. Although the students learn well, but I think if I had had more time, they would have developed better." (2002-8-23, Mrs. Xu, intensive interview) These words also mirror two facts: first, there are too many students in a class, the variety of students pose a severe challenge to teachers. Secondly, how to deal with the gifted students in the regular class is also problematic. According to the ratio, there must be gifted students in regular class. When we spare no efforts for the special students in class, what else have we done for the gifted ones? I asked Mrs. Xu, "Do you mean that those particularly intelligent students can learn better if they are assigned to other classes?" The answer is definitely yes. "It is preferable to divide the special students and intelligent students into different classes, because they need distinct teaching methods." (2002-8-23, Mrs. Xu, intensive interview)

My reflection

I have been uneasy since I took to writing the research. The teacher, Wang Tianmiao, who taught me qualitative research once said in class "good qualitative research didn't depend on how much information you collected, but how many angels you verified that your data matched with the facts, and whether the result you attained was a result you had spent every effort on". (Class notes)

Though I have written in my introduction part that this research address the case study of teacher, but if I had had more time, I should have interviewed other teachers, thus my research can be complete.

My research approaches seven issues, and each can be a big research topic. But when I made the research plan, I was thinking to cover as many aspects as possible, which predictably makes my research appear too broad, and the research topic wide. What is relieving is that this research is not an end but a beginning.

The main method applied to the research is interview. But as to teaching strategies, management policies and pressure, I should have carried out field study but I couldn't afford the time. This is my biggest regret. Furthermore, though Mrs. Xu presented me two videotapes shot in class, I could hardly find anything valuable because of its blurred pictures and dull sounds.

I can't surpass these limitations; I think what I can do is to accept them.

There will be a national conference on LRC in December. Hopefully it will bring out the full development of LRC. Being the soul of the program, teachers deserve further research. As to my further plan for the program, I hope to deal with the training of such teachers as well as effective teaching strategies and management strategies since training has much positive influence on teacher's development and teachers' attitude towards this issue. On the other hand, there is not

much training in this aspect. Besides, the cultivation of students can't be achieved without teaching and management, and as has been mentioned in "discovery", many effective strategies haven't been devised; researchers should construct effective teaching and management theories through field research.

When I look back on the story of the girl and the starfish, a fresh idea strikes me: Mrs. Xu is that girl, me too, and many other teachers, researchers, parents. We don't have time to sigh: there are so many starfishes, how can we do? What we need to do is just put the starfish right in our hand back to the sea.

References:

1. Chen Yunying. 1996. Teaching of Learning in Regular Class. Beijing: China International Broadcasting Publish Company. P38-P64.
2. Chen Yunying. 1997. "The Research on Effect Evaluation of Learning in the Regular Classroom of the Disabled Children". Chinese Journal of Special Education, No.3.
3. Qian Lixia. 2001. "The Use of Signs in Regular Class in Western China". Chinese Journal of Special Education, No.3.
4. Zhang Ningsheng & Chen Guanghua. 2002. "A review of Integration: the Attitudes of Primary School Teacher toward Students with Special Need 'Learning in Regular School'". Chinese Journal of Special Education, No.2.
5. Wei Xiaoman & Yuan Wende. 2000. "An Investigation into Teacher's Attitudes to Special Needs in the Primary School and Special School". Chinese Journal of Special Education, No.3.
6. Liu Chunling, Du Xiaoxin & Yao Jian. 2000. "A Study of Regular Primary School Teacher's Acceptance of Special Needs Children". Chinese Journal of Special Education, No.3.
7. Su Lingxin. 2000. "Survey of Reaearch on Special Education in Mainland China in the 1990s". Chinese Journal of Special Education, No.3.

INDIA

Dr. Jitendra Mohan Hans

Education of Hearing Impaired Children in Regular Schools

AIM is to have an ideal outcome i.e. to have a Hearing Handicapped child with Good speech and who progresses normally through the education system and integrates fully into the society which communicates mainly by the oro-aural channel.

There are two schools of thoughts. One says that this concept is very much possible by integrating the Hearing Handicapped children into the normal schools whereas the other school says that this is only an exception rather than a rule.

The advent of Cochlear Implants has totally changed this concept into a rule.

LEGISLATION

According to the Ministry of Social Welfare, Government of India the Disability Act 1955 gives equal opportunity, protection of rights and allows full participation in the normal society to people with disability. By definition Hearing Impairment means loss of sixty decibels or more in the better ear in the conversational range of frequencies. On the other hand Deaf Patients are those in whom the sense of hearing is non functional for ordinary purpose of life. The cases included in this category will be those having hearing loss of more than 90 d.b in the better hearing ear to total loss of hearing in both ears.

The U.S. Education Act 1976 amended the 1944 Act and asked the Local Education Authorities to make provision for the education of the hearing handicapped children in ordinary, voluntary or in special schools. This act also encouraged the trend towards integration of the hearing handicapped child into the ordinary school. Before this, while children with mild to moderate Hearing loss often studied in general classrooms, the Controversy was for the severe to profoundly deaf children. The trend with them was to place them in non-integrating setting using Total communication methods. After the law the inclusion of the hearing-impaired student into the integrated classroom meant that the deaf student would be educated in a classroom of students with normal hearing but would receive support devices such as interpreters, note-takers, teacher -aides, deaf educators etc.

Two general positions have emerged in the interpretation of inclusion. Full inclusion means placement of all special education students, regardless of the severity of child's disability in regular education classrooms. Others believe in only partial inclusion, however the continuum of services must be available for all children equally. It is however widely held that full inclusion is the best interpretation of the 'least restrictive environment' i.e. the setting in which the individual

child's learning and development potential is optimized and not restricted. Those who question inclusion "across the board" ask, how will inclusive placement for language and reading be determined - by age or by reading levels. Will the deaf-language-delayed-student be included with younger hearing students who read at the same level or stay in age-appropriate classrooms even though the reading level of normal students may surpass that of the deaf student.

Inclusion accessibility means that any programme offered to normal students must be made available for students with disability also. But parents, teachers and administrators must be aware when full inclusion is not appropriate and when a child might benefit from a smaller classroom or an individualized programme.

There are distinct advantages and disadvantages of children with hearing loss to be integrated into Ordinary Schools.

- (i) Some children with Hearing Impairment may struggle to keep up with normal children and may develop some complex. However on the other hand they may form friends with normal children which would help them greatly in their normal development.
- (ii) These Children may not use the hearing aids to their fullest advantage. This is due to the fact that ordinary classrooms are much noisier. The teacher may also not find enough time for the child and to inform him about the inherent problems which are associated with the use of hearing aids. For this reason, classroom acoustics modifications and appropriate amplification considerations are important. Also Children with Hearing loss should use personal FM amplification systems. These systems provide individualized amplification that improves the signal-to-noise ratio and also reduces the impact of Echo.

Hearing Impaired Children may be placed in one of the several types of schools.

- (i) Ordinary classrooms using the Hearing Aids.
- (ii) Ordinary Classrooms with Hearing Aids and regular help from peripatetic teachers of the deaf.
- (iii) Ordinary classrooms for part of the day; the remainder of the time being spent in an attached Partial hearing unit.
- (iv) A Partial hearing unit only, staffed by specialist teachers of the deaf.
- (v) A school for the profoundly deaf.
- (vi) Other schools such as speech and language units and schools for children with additional handicaps.

Guidelines for the Regular Classroom Teacher

Children with Impaired Hearing listen with their Eyes as well as with their ears - 'SPEECH READING'.

- (i) They should not be seated more than 5 to 10 feet away from the teacher.
- (ii) Sitting arrangement in the classroom should be such that the students face each other and their teacher for better interaction. The child can observe everyone and thus can participate better in the activities going on.

- (iii) They should be kept in conversation so as to see if they are attentive and listening.
- (iv) The hearing impaired child should be given the text of the lecture before hand so that they get used to the words which would help them in speech reading.
- (v) The teacher should write most of the conversation on the Black-Board so that no information is missed out. Information and knowledge gained through reading help children compensate for what they are missing because of their hearing handicap.
- (vi) Hearing Impaired children can get fatigued more readily than the other children because they have to strain continuously in order to keep up with the rest of the class. Due to this, such children need individual attention from the teacher so that they can relax in between.
- (vii) There should be more emphasis on visual aids in such integrated classes.

Important Points to Improve Visual Communications between Teacher and the Hearing Impaired Child :

- (i) Don't stand in front of the window. Light should fall on the face of the teacher.
- (ii) Hand movements should not over impose the face and thus obscure the lip movements.
- (iii) Male teacher should not have a mustache. This can hide the movement of the upper lip and make speech reading difficult.
- (iv) Avoid words which look alike on the lips e.g. 'pie' and 'bye'. These are difficult to speechread.
- (v) Look directly at the child and speak naturally - neither too slow nor too expressive.

Communication methods in the education of the deaf child

Total Communication

This is the use of any and all modes of communication and involved using a combination of speech, gestures, formal signing, finger spelling, speech reading(lip reading) and writing.

Conrad(1980) postulated that in very deaf children, exclusive use of spoken language fails to provide sufficient linguistic stimulation to the child's brain, parts of which may undergo functional and perhaps even physical atrophy.

Supporters of total communications argue that providing sensory input through different channels - auditory and visual, enhances the possibility of language development.

However it has also been argued that total communication impairs speech development which is in itself a complete mode of language. Tayler(1985) in a survey of different schools showed that oral-only schools are more likely to succeed in developing the most normal speech.

People who support total communication say that normal speech patterns contain information which is highly redundant to the normal hearing person, but are essential to those with hearing loss. This includes hand gestures and some from of signing language.

Auralism

Children educated in this system use only speech and lip reading as a means of communication. Signing of any sort is strongly discouraged or even prevented. There is also an argument

that the ability of the child to develop speech is inhibited if the child is allowed to communicate by signing.

Finger spelling

Cued Speech

Some speech sounds e.g. M,P,B,K,D,C, can not be distinguished by lip reading alone. Cued speech uses eight different hand shapes in four different positions close to the speaker's mouth to enable the child to discriminate lip movements.

Signing System (Manualism)

British sign language is the most favoured.

Importance of Exposure so Speech for the developing brain and it's need for Cochlear Implantation later -

The Importance of profoundly deaf children attending normal schools and exposed to oro-aural communication is absolutely necessary in case they are to be subjected to Cochlear Implantation later.

Exposure to speech early in life, however brief, seems to be a necessary requirement for the acquisition of spoken language. Longer the exposure better is the outcome. One example of the detrimental effect on the brain has been illustrated in the visual system, in which, uncorrected amblyopia, myopia or cross-eyedness results in functional blindness in one eye.

This period of imprint is called the critical period in the life of any individual. This is also referred to as the Brain Plasticity. The Brain acts like a sponge during early life and absorbs any useful information it receives from the environment. The most important factor for proper development of brain specially the auditory system is stimulation in the form of sound. However, it is understood that stimulation received by the auditory system may not only be acoustic in nature, Sound in the form of electrical currents also has he same effect on the nerve endings. This is the basis of the Cochlear Implant. Cochlear Implants prevent a state of sensory deprivation specially in children who are totally deaf and are not benefited by the conventional hearing aids. Adequate rehabilitation is thus achieved with the help of this sensory input.

The importance of continuous auditory stimulation in children who are deaf is suggested by the fact that younger children who were using the hearing aids and were exposed to speech, were the best candidates for Cochlear Implantation. Delayed Implantation after the early onset of deafness predicts lower levels of speech reception. Children with even minimal hearing abilities who have had the auditory stimulation tend to perform better than congenitally deaf children who had no exposure to speech.

This exposure as we have already discussed would be possible if the Hearing Handicapped child is diagnosed of his hearing disability as early as possible, fitted with Hearing Aids and then subjected to oro-aural form of speech stimulation at all levels i.e. at home and in normal integrated schools.

Final Report of the
22nd Asian and Pacific International Seminar
on Special Education 2002

Address; c/o The National Institute of Special Education,
5-1-1 Nobi, Yokosuka City, Kanagawa, 239-0841
JAPAN
Tel:+81-46-848-4121
Fax:+81-46-849-5563

Printed by Goyu Planning