

STRATEGIES FOR INDIVIDUAL NEEDS IN SPECIAL EDUCATION

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ABSTRACT

The main aim of this study is to identify the problems and problems of special education (SPED) teachers teaching children with learning difficulties in Rohtak City Department of Haryana. Fifteen SPED teachers were used as participants for this study as a purposive sample. Qualitative research (QRM) was used to identify teachers' problems and issues. Thematic analysis was used to interpret the data. Analysis of key information sources' shared experiences of the challenges they face as SPED teachers led to the emergence of five different themes, including the selection of appropriate and supportive strategies; identify individual needs; difficult but successful; acceptance and patience; and respect your rights. Most teachers who teach children with learning disabilities do not receive special education from school and do not feel competent to teach children with disabilities. In addition, teachers assigned to SPED classrooms did not have strategies for working with students with disabilities. This study revealed that classrooms for children with learning difficulties in Ilagan often lack learning environments that support SPED, such as a lack of resources, teaching material, information (IM), and schooling. It can be concluded that it is not sufficient to place students with special needs in the same class without appropriate support. Students with disabilities do not have access to all the support and services they need to use the educational facilities; support is limited and does not meet the needs of students enrolled in SPED courses. On the other hand, issues are resolved to ensure a good working environment between administrators, teachers and stakeholders. The Education, Training and Development Department should work with district officials to plan continuous improvements in inclusive strategies for students with SPED requirements. Employees of SPED programs must adhere to strict rules and encourage stakeholder support by establishing a manager-led work organization.

Keywords: *Special Education (SPED), Working Environment, Training and Development, Stakeholders.*

Introduction

Historical Research Education of students with special needs has come a long way; It can range from special education (SPED) to general education or general education to education. Although it is supported from time to time by guidelines, policies and programs to accelerate all efforts in this direction, secondary school is faced with many problems, problems, problems and problems with guidance. However, SPED is now a hot topic of general discussion and academic discussion, including in Haryana. It is always referred to as part of the International Education for All system based on new education and educational reform goals to make our society inclusive. The same was adopted in Haryana; however, despite policy and legislation to promote EFA, especially in the use of SPED curricula, EFA has not been effective. The Declaration of the Rights of the Child, adopted by the United Nations General Assembly in 1959, affirms that everyone should care for children as best they can. A principle regarding the education of children with special needs is as follows: "Children with physical, mental or visual disabilities receive special treatment and education according to their special circumstances. In addition, the Republic Law No. , Law No. 3562 and 5250, respectively, was approved on June 13, 1968, and stipulates that SPED's teachers, principals and inspectors should be trained, and that it is one of the main targets of Sarason

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(2015), who was victimized by the Education Department . The educational process for students with disabilities is "to develop responsible, self-satisfied citizens with self-confidence, initiative, wisdom and intelligence to pursue personal growth and knowledge seeking." successful in higher education. Education should empower teachers teaching students with disabilities and raise awareness in society to accept special students. Therefore, awareness of special needs is required in all teacher development programs. Teachers and administrators are considered important for the implementation of inclusive education. They play an important role in the success of inclusive education, as they are seen as an important part of the process of including students with disabilities in regular classes. This cannot be achieved without applying and developing the knowledge and attitudes of inclusive education. Given all this, it is important to understand the different challenges teachers face when dealing with SPED classrooms. Therefore, this study addresses children with learning disabilities by exploring the problems and challenges faced by SPED teachers teaching children with disabilities and what they are doing to overcome these problems. The city of Rohtak has many problems in the education of children with learning difficulties. Local teachers in most primary schools in the Rohtak region do not have special education training for children with learning difficulties. Despite the success of the Primary Education Program (PEDP) in making education available to all, the overall quality of education in schools in Rohtak, Haryana is mostly for the poor, especially in schools for students with disabilities

Research Objective

The aim of this study is to identify the problems and challenges of SPED teachers teaching children with learning disabilities in Rohtak City Department, Haryana. The following objectives guided empirical research: Understanding the problems teachers face when teaching students with disabilities; Understanding the teaching methods teachers use when teaching children with SPED; (iii) Understanding leaders and parents of children with learning disabilities when tutors need to work with them.

Theoretical Framework

Scientific management theory and classical theory are suitable for this study. Regarding the use of SPED, it focuses on improving the performance of every person in the organization. The main focus of production is increasing through the use of labor-intensive processes, with people being treated like the products of machines in daily work. Also, management research encompasses work done on the production floor as it is very different from other work done in an organization. For example, these are repetitive tasks, assigning employees to do many of the same tasks daily or similar tasks that are repeated from time to time. Also, these jobs do not require individual workers to solve complex problems. For this reason, more importance should be given to the business model and scientific management is also very important for this. The role of the teacher in management and supervision the teacher in the classroom regularly observes the students as a whole, examines the behavioral pattern for signs of damage/difficulty, offers a variety of activities that address individual differences, provides a setting and expectations for completion. student, provide ideas to help the student create meaningful content for him/herself and give initial challenges, get help at development meeting and special equipment and tools and regularly with SPED teachers. The SPED administrator plays an important role in creating a good SPED course. The SPED Coordinator will maintain all school records of SPED students, assist in the recruitment of potential students and SPED teachers, assist/initiate/organize training programs for SPED innovation programs support programs and activities, provide training to students and teachers, monitor/evaluate classroom instruction, and provide relevant information. activities. SPED, integrate and implement new and existing policies and guidelines for the SPED programme, demonstrate leadership in providing teaching assistance to appropriate educational institutions/programs. These ideas and concepts lead to the development of this study and its impact on the research paradigm. This behavior will form the basis of this research. Researchers conducted a study to understand the problems that arise with SPED and where teachers encounter these problems; teaching support; and curriculum. As shown in Figure 1, after identifying the problems, issues, and challenges faced by teachers in the SPED lesson, a plan was devised to promote SPED.

Methodology

This study has a good research design. The main purpose is to reveal what problems teachers face while teaching in SPED classrooms and how they try to overcome these problems. To gather information from teachers with special needs, we used a descriptive research design to answer questions about specific questions. Since descriptive research is often concerned with finding out what a place is all about, it uses it as a necessary method to gather important information about how teachers work and the difficulties, they face in teaching students with developmental disabilities. to overcome them. competition.

This project helped me become more aware of the challenges teachers face. This study was conducted with public primary schools in the SPED Learning Center of Rohtak City Schools Department. Selected SPED teachers in Rohtak Provincial Department were used as examples for this study. Participants were selected using purposive sampling. The main target is SPED teachers, not traditional teachers. Therefore, one of the criteria for selecting respondents is that only private teachers should be interviewed. Another criterion for selecting teachers is the number of years in which special education teachers have taught students with disabilities. For this study, it was a good choice to ask special educators who have worked with children for many years to answer the research questions. A total of 15 teachers from five different primary schools were interviewed. This study was carried out in the 2019-2020 academic year. The researchers at the head of the school department sought permission to conduct the research with the SPED teachers of the Rohtak city department. After the supervisor's request was approved, the researchers interviewed the target participant. It is thought that the interview method is necessary to collect detailed information from teachers about how they teach students with learning disabilities and the difficulties faced by teachers in different schools in the city of Rohtak. An interview guide was used as the primary data collection tool for this study. The interview guide was created by researchers by reading the relevant literature and researching competition issues and issues in SPED. All the teachers selected to participate in the study were interviewed. The interview time with each teacher is approximately 25-30 minutes. Interview questions were composed of main research questions and sub-questions. When necessary, the research questions were translated from English to Filipino and used as a teaching tool in all SPED classrooms. Therefore, all interviewees were interviewed in the Philippines to ensure better communication between the interviewees and the interviewees.

Result and Discussion

The evidence review identified five themes that address the main challenges facing SPED. Analysis of the narratives shared by key information sources about the challenges they face as SPED teachers resulted in five different themes, including: (i) selection of appropriate advice and support; (ii) identify the person in need; (iii) difficult-to-obtain sexual intercourse; (iv) acceptance and tolerance; (v) respect for personal rights. Choosing the right strategies and motivation Student motivation is often considered an important factor for academic success. But other factors such as intelligence, prior knowledge and interest also play a role. Strategies should be considered in the context of teaching SPED courses. Instructional motivation and effective strategies seek to provide guidance to the target situation, which can be seen as an influence in instruction. According to the interview, motivation is the motivation to achieve goals, as the interviewees stated: Professor Cactus: "It's Easy to Start Sharing Ideas When You Don't Follow Instructions Regularly, But If You Share. Your teaching methods are limited when it comes to students with disabilities. Also, it's difficult to support people with learning disabilities. can affect student learning. For this reason, the satisfaction of learners with special needs also plays an important role. Fundamentally, the problem with learning and finding information is integrating ideas into teaching people with disabilities. It is also difficult to introduce them to new information as they have their own interests. "...but if you teach people with learning disabilities, your teaching is limited," Teacher Cactus explained bluntly. This request was supported by a key insider: Champaca Teacher: "I've had a great experience teaching special education. As a private teacher, you should not think about teaching strategies, but use practical strategies in conjunction with real teaching situations. I've had issues with this and my teaching methods are very limited to deal with private classes. Schools for students with special needs should be places where students learn to study and thus complete their learning strategies. This means that presentations by Champaca and Camia teachers contribute to the development of students, even if they have learning difficulties. This is Aquino et al.(2019) Equality and development of children should be ensured. Nachiappan et al. (2018), as a way to overcome teachers' problems in teaching and learning, teachers need to have a broad knowledge of reading to be able to use and expand various activities. One of the teachers, Teacher Camia, testifies to this: "Hello, and do your best to come up with the best ideas for teaching special needs students, current pedagogical research has focused on students' overall learning process and what learning strategies are available to students to get a good education. focuses on teaching. In addition, teacher Champaca, one of the key sources of information, mentioned "lack of teachers and teaching materials and teachers" as one of the problems he faced. This means that in the conflict between the distribution of knowledge and the creation of students' ability to learn, education focuses on what needs to be taught. This study shows that the need for private teachers is a problem in Rohtak district. Research shows that special education teachers in some schools do not receive vocational training. They have limited ideas for dealing with students with special needs. He also pointed out that very few schools provide special education teachers compared to

general schools. However, they cannot produce enough teachers to teach all the jobs of private schools that need training. Instructional strategies and motivation are important in teaching students with special needs, given all the narratives and testimonies of the interviewees. Therefore, it is important for teachers to understand students' shortcomings as early as possible and to understand the strategies and motivations to be used in teaching. Identifying Individual Needs Identifying individual differences among students is an important concept when teachers plan to teach. An important part of teaching and learning is that what we choose to teach in our classrooms should be a discussion of what we know about teaching, learning, success and different concepts. This thinking leads us as individuals and groups to create a pedagogical framework. Teacher Kang Naixin said in an interview: "I teach students with disabilities every day. It is difficult to identify their needs." Teacher Kang Naixin's words are very clear: "...teaching students with special needs is very difficult, because they have their own needs too. This means that when dealing with students with special needs (LSNs), individual needs should be considered and each student should be treated appropriately. Indeed, this statement supports Evans' (2015) findings that follow learning from differences in needs. student groups. Yes, including equity analysis/impact assessment in curriculum development is a useful way to make sure you care about inclusion and outreach. This is also according to Professor Pearl's response in the interview: "Teaching this is for me. It's hard to prepare due to insufficient funds and sometimes it's too much work for us because of the need to teach our students and we have to plan different activities." In fact, teaching students with different learning needs can be difficult. Pearl's teacher's guide states that all teachers should have at least a knowledge and general understanding of key concepts to use them to plan, deliver and evaluate programs that teach inclusively, and to adequately support students in skills with different learning needs. and Develop minimum core skills to enable SPED teachers to identify the best ways to teach and support the development of skills, particularly of students with special needs. In addition, the needs of students with special needs should also be considered. Contents: Mr. Sampaguita: "...for almost 23 years, I can say that I have accomplished the impossible, even if they have learning difficulties, to include them regularly among students. You should also consider their own needs, such as joining them for drums and lyres, and try to compete with regular students. According to Teacher Sampaguita, she faced the same problems when dealing with students with disabilities, which means that teachers in the Special Education Department will face problems if they have limited interaction with students with special needs. Also, very important. Teachers, especially early childhood teachers, know about parent involvement and its positive impact on the teaching process. wanted. You must go the extra mile to meet the needs of students with special needs. Likewise, special educators should be aware of parent involvement to help children reach their potential. Disabled still succeeds Douglas and Travers acknowledge that IEPs can help students with special educational needs receive appropriate education despite learning difficulties. Professor Gold supports this: "Teaching students with special needs is very difficult. Their performance will affect your success. "This means that as a SPED teacher it is important to help students reach their potential when they struggle academically. Teachers think of many, if any, things that can help students develop and improve their skills. These claims were also supported by some important sources of information: Professor Santan added that as SPED teachers, we need to stand by students with special needs, not for advancement. It also highlights the importance of teachers' involvement in preventing students' learning disabilities. This means that teachers' efforts and skills play an important role in raising and developing talented and gifted students despite the challenges they face at school. Findings show that teachers in some special education fields are interested in teaching students with disabilities. In this belief, understanding learning limitations or problems that may hinder a student's ability to learn is essential to maintaining a positive environment in the classroom. Students with disabilities are just as bright as the average students and often require very simple adjustments to maximize their learning.

Acceptance and Patience

The teacher said in her sentence, "...It is difficult because if I give them advice and instructions, parents will no longer send their children to school. So, pay attention to the approval of the parents." A SPED teacher's comments and comments will immediately embarrass parents. This means that the function of working as a group or collaboration must be considered to increase the value of acceptance and help students build unity. Also, acceptance should be effective when addressing SPED issues. If the parent refuses to acknowledge that the child has a disability, the teacher and parent discuss the consequences and other consequences. Respect for students' rights Since then, the right to education has been widely recognized and established by many international instruments created by the United Nations, and the right to education has no more rights. This is a human right. According to Professor Kim,

"There are no ID, AU, etc. classes. Our courses are based on the K-12 level, but we change it often according to our needs. Get an education because that's the student's level." education and the Law of Education." Professor Jin's advice is that students in China should have the right to a good education no matter where they live. It is necessary to help students with disabilities receive education with the support of teachers. This is supported by the fact that the State must protect and promote the right of all citizens to receive quality education at all levels and do whatever is necessary to ensure this education for all. It is also important to consider the rights of students. Yusof and Ismail (2020) emphasize that private and public schools for children with special needs are taken into account and rules and regulations are followed. Also, despite the lack of resources and other resources to educate students with disabilities, teachers are finding ways to teach them. Teachers can adapt part of the daily curriculum to fit the curriculum of the SPED curriculum. Professor Tulip said, "We have a shortage of teaching materials; No IM model is provided as a basis for determining which skills and abilities are appropriate for our students. Therefore, as a teacher, I want to download the instant message and activity list in it because children have the right to education." In addition, respondents mentioned many challenges and issues with SPED.

Challenges

Challenges Special Education Teachers Have Financial Difficulties While Teaching Special Education. Insufficient knowledge is needed to teach certain classes. Order is affected by other activities such as guiding during special events. 4,444 special education teachers have difficulties in preparing lessons. Stakeholder support is limited. Assign jobs and seats to special educators. Data is not at release time. Limited special education information. Operations that are not suitable for persons with disabilities. No source and no data included. Teachers are unable to respond to students suffering from depression. Teachers have negative attitudes towards teaching students with disabilities and learning difficulties. Teachers are assigned to special training courses that are not in their area of expertise. SPED gives all issues related to teachers, expressing the curriculum, finances, teacher skills, cooperation with organizations, and management of principal and supervision. This only proves that the full cooperation of school members helps achieve the objectives of the SPED curriculum. Question Based on the research and research results, various conclusions were drawn. First, most of the teachers who teach children with disabilities do not receive special education in their schools and they see themselves as inadequate in teaching children with disabilities. In addition, teachers assigned to SPED classrooms did not have strategies for working with students with disabilities. Second, this study revealed that classrooms for children with learning disabilities in the Rohtak School District often lack a budget, teaching materials, instructional materials (IM), or even a learning environment that supports SPED, such as schools. Third, it can be concluded that it is not sufficient to place students with special needs in classrooms, including ordinary students, without appropriate support. Fourth, students with disabilities do not have access to all the support and services they need to use the educational facilities. Fifth, there is little support available to meet the needs of students enrolled in SPED courses. On the other hand, issues are resolved to ensure a good working environment between administrators, teachers and stakeholders.

Conclusion

Based on the findings and conclusions, ED should strengthen the use of SPED in many schools with the following recommendations. First, the Department of Education, Training and Development should work with district officials to develop continuing professional development programs for inclusion strategies for students with SPED needs. In addition, education should provide teachers with skills in teaching, collaboration, alternative assessment, classroom management and problem solving, and how to change the curriculum. At the same time, initial training for teachers should include the content of inclusive education. Second, the availability of people and equipment is also important to comply with SPED requirements. The education system should have adequate resources, equipment and more teaching materials for students with different learning needs. Third, the teachers supervising SPED classrooms had no training in special education. Therefore, these teachers do not support students with disabilities. Teachers should be recruited for technical education and untrained teachers should be trained through in-service training. Fourth is the accommodation of students with disabilities. People, M. Exploring kindergarten teachers' perceptions of Filipino parent involvement. Chapter, Wehmeyer, following SPED programs are required to strictly abide by the rules. Fifth, create a director-led organization and encourage stakeholder support. Sixth, future research in this area should include development work in different fields and locations, allowing analysis of the impact of new success.

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