

Special Education and the Education of Exceptional Children: The Role of the School, Family, and Community

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Abstract

The study of people who have difficulties thinking, perceiving, speaking, or interacting with others—or who have unique talents in these areas—is known as special education. These people are educated depending on their own needs, which vary from person to person. The goal of special education is to offer educational opportunities to students who have not or occasionally won't fully benefit from conventional classroom experiences. A child with exceptional needs may need alternative educational strategies that not only take into account their problems but also work to expand their learning and development potential on their own. Children with disabilities learn to understand and accept themselves through special education. In the education of exceptional students, the community, family, and school all play significant roles. The school or a single parent cannot develop a child. They need to collaborate. This paper primarily focuses on the education of exceptional children and the contribution that families, schools, and communities make to the development of exceptional children.

Keywords: Special Education, Exceptional Child, School, Family, Community

Introduction:

Every person is special since they are all different. Education is thought to be able to influence and promote an individual's overall growth. Millions of people's hopes for a better and higher quality of life have been fulfilled because to education. There are some people who, due to their physical and intellectual capacities, require training that is more pertinent or appropriate than what is often provided through official and informal educational frameworks. Special education has been developed to support and satisfy these children's learning needs. The development of the social skills of the children is the main goal. Special teachers, psychiatric evaluations, specialised transportation, medical care and counselling, specialised teaching materials, and specialised facilities are just a few of the connected services that go along with special education. Identification of intra- and inter-individual differences is aided by special education. The concept of general education also applies to the field of special education. However, in order for children to succeed in school to the fullest, they need more opportunities to assist them in developing specific talents.

Specialized training designed to meet the unique requirements of gifted children is the term meant by special education. It necessitates unique resources, instructional strategies, and facilities. The main goal of special education is to develop and enhance the abilities of the special kids. Special education is closely related to services like specialised transportation, psychological and medical evaluations, physical and occupational therapy, medical treatment, and guidance and counselling. Children who are mentally challenged might require specialised instruction, while children who are blind would need books in braille or large print. Children with hearing loss may need hearing aids, auditory training, etc., while those with orthopaedic disabilities may need wheelchairs, etc.

The SarvaShikshaAbhiyan (SSA), which strives to provide high-quality primary education for all children, is one of the educational efforts the Indian government continues to engage special children in. Additionally, a number of national and local NGOs operate specialised resource centres in support of inclusive education, including as a section of the Spastic Society of India works to advance the right of people with cerebral palsy to inclusive education.

In conclusion, there are many obstacles to provide inclusive education to students with special needs and reorganising the curriculum to accommodate all types of students in schools. These include hiring

teachers who have the knowledge and expertise to handle a variety of demands in the classroom, as well as the support of the family, peers, and society.

Finally, a crucial method is for the government to support inclusive education, especially when it comes to providing teachers with financial aid and putting laws into practise.

Objectives of the study:

The present study is undertaken with the following objectives:

- i) To study the Education of Special Children.
- ii) To discuss about how to educate a child with special needs by involving the family, the school, and the community.
- iii) To provide suggestions for improving the state's special education programmes.

Methodology of the study:

The present study is an attempt to understand the education of the special children and the role of school, family and community in educating exceptional child. The study's base is secondary data, which was gathered from a variety of secondary sources, including books, journals, research articles, periodicals, etc. The study's methodology is analytical and descriptive in nature.

Education of Special Children

Inclusive education is all about making programmes for children with disabilities an essential part of the general educational system rather than a system within general education.

Wherever possible, regardless of any obstacles or differences, all children learn together, according to UNESCO (1994). The use of appropriate curricula, organisational structures, teaching strategies, resource management, and community partnerships by inclusive schools guarantees that all students receive a top-notch education. They must also be aware of the various demands of their students and adapt to them, taking into account both varied learning styles and rates. Inclusivity is a fundamental quality that all children share. Everyone is represented as being a part of the school in this way. Everyone is welcome at the school.

Need for Special Education:

- i. It ensures that each child receives individualised care.
- ii. It promotes the child's intellectual, emotional, and social growth.
- iii. It recognises children's issues and makes recommendations for how to handle them.
- iv. It aids and directs parents in obtaining assistance from the proper services.
- v. It offers the child a range of experiences in accordance with their age and I.Q. level.

Role of School, family and community in educating exceptional child

The school, family, and community all play significant roles in educating the exceptional children. The school or a single parent cannot develop a child. They must cooperate hand in hand. Here, we may discuss about how families, schools, and communities all have a part in educating children with special needs.

The role of school:

Especially in the day school setting, the number of special schools has dramatically expanded. They are expected to continue to play a significant role in the scope of special education that is provided for many years to come, despite increasing pressure from exclusionists who want to abolish special schools. When a child has serious special needs or a disability that will last a lifetime, ordinary schools should be searched for initially. A special school should only be considered if this is not an option, keeping in consideration the needs of the child, parental preferences, the use of available resources, the ability to meet those needs, and the need to avoid interfering with other children's education.

The school helps the child in the improvement of social skills and adoption behaviour by increasing general cognitive capacity, academic abilities etc. The school should also arouse willingness to take part in the integration program and willingness of regular class participants to accommodate children with special needs. In an integrated setting, peers' attitudes toward children with special need changes.

Role of family

Parents should be deeply engaged in the education program for the gifted children. Education starts in the womb and lasts a lifetime. The special needs child should have opportunities at home before starting school. Parents must acknowledge their roles in the development of the child. Family must provide the child with the sense of security that comes from belonging to a reliable group and the resources that children can rely on to meet their physical and emotional need. Family should provide proper instruction and support for developing physical, linguistic, and social abilities. Family should encourage them to succeed in their academic and social endeavours. Family should also provide the sources of companionship when outside society is unavailable or until the person is old enough to find companionship outside the house.

Role of community

Participation in child programmes, parental involvement in organisations, parental opinions and public policies, support from extended family, use of professional services, financial support for parents, and increased community participation can all increase social support from the community, which provides emotional support and fosters a sense of normalcy in the child and his parents. The community should establish special schools and finance the education of a special-needs child. They should engage in giving food and clothing to exceptional children from low-income homes and also to plan leisure activities for these children. The community should plan campaigns to raise public awareness and should establish programmes for vocational training and giving parents of gifted children job chances.

A special child's social-emotional environment will be conducive to training and other interventions that will result in his optimal development with the right parental attitude and community involvement.

Suggestions with regard to State Government and Non-governmental organizations (NGOs)

It is crucial to carry out the laws and regulations that are set forth by the government in a proper manner and to educate the public and government officials about the requirements of special children. The following information can assist in obtaining such a requirement:

- i. Universalizing elementary education won't work if people with disabilities are excluded. The programmes for kids with special needs should be properly planned, monitored, and implemented by government organisations including IEDC, SSA, and SCERT. For the programmes to be implemented successfully there must be complete commitment, effort, patience, and perseverance.
- ii. The state government could decide to fund resource teachers' training costs and extra remuneration.
- iii. Architectural barriers, such as ramps, separate restrooms, railings, etc., may be removed.
- iv. Financial support is urgently needed to produce TLM (Teaching Learning Material) for the special kids.
- v. The children with special needs should be invited to participate on special festivals and state functions so as to make the public aware of their needs and problems. These activities will boost them up and give them more confidence.

Conclusion:

The current study has made it easier for us to understand how strongly society is currently committed to the idea that everyone has the right to an education and to lead a normal life.

The concerned state should make use of its special education teachers, technological aids, participation of the entire government workforce, community services, and distribution of funds appropriately as needed, as well as sound and appropriate infrastructural facilities. The findings of this study are anticipated to be useful in creating curricula that caters to students with special needs, planning significant initiatives to raise public awareness and understanding of students with special needs, and creating more creative and idealistic initiatives to support students in leading fulfilling lives.

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