New trends in education of children with disabilities
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Abstract

Globally, there are millions of children living with disabilities in the world. These children have traditionally been marginalized within or excluded from schools because of their apparent difficulties. UN Convention on the Rights of the Child (1989) imposed a requirement for radical changes to traditional approaches to provision made for children with disabilities. One year later, the 1990 World Conference on Education for all: focused attention on a much broader range of children with disabilities who may be excluded from or marginalized within education systems. This conference declared the inclusive education is regarded as the only means to achieve the goal of "Education for All". This trend was reaffirmed by next international documents. In Convention on the rights of persons with disabilities (2006), disabled persons should be able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others through reasonable accommodation of their disabilities. This research examines the new international trends occurring regarding the education of children with disabilities and finally results that the new trends show a movement from special education to inclusive education and moving from seclusion to inclusion and provide that solutions must focus on prevention, cure and steps to make these children as normal as possible.

1-Introduction

Throughout the world children who have disabilities and many others who experience difficulties in learning have traditionally been marginalized within or excluded from schools. These children with disabilities require the assistance of special educators in order to benefit from education. Depending on the degree of the disability and on individual characteristics, these children may be educated in residential schools, separate classes, or regular classes with support services provided by special teachers. It must be noted, not all children who have a disability require special education; many are able to and should attend school without any program modification. Special education has undergone significant changes over the last several decades. Many of these changes have occurred due to enactment of national laws, parental groups, technology, experimental methods of instruction, identification, assessment techniques, curriculum innovations, teacher training and certification (Taylor, G R, 2007).

The recent international trends in special education focused on inclusive education of children with disabilities. This paper argues that it is essential to consider special education policies and practices in relation to overall educational arrangements within any given national context. The analysis presented in this paper begins by reviewing overall international trends in special needs education and shows a movement from special education to inclusive education or moving from seclusion to inclusion that have arisen in recent years
2. Method

In this research we use a qualitative approach to explore how the special education in the world has evolved. We describe phenomena systematically to reveal patterns and connections that might otherwise go unnoticed. Recent research investigates the new international trends occurring regarding the education of children with disabilities and their historical background. This descriptive study consist the necessity of changing method from special education to inclusive education. Our main purpose is to evolution of new trend vers present the new trend toward inclusive education.

3- The UN Convention on the Rights of the Child 1989

The adoption of The UN Convention on the Rights of the Child by the UN General Assembly and its subsequent ratification by 187 countries imposed a requirement for radical changes to traditional approaches to provision made for children with disabilities (Ainscow and Halle-Giorgis, 1998, p8).

Article 28 of the Convention asserts the right of every child to education and requires that this should be provided on the basis of equality of opportunity. In other words, the Convention allows no discrimination in relation to access to education on grounds of disability. Other articles of this convention such as article 29, together with Articles 2, 3 and 23, seem to imply that all children have a right to inclusive education, irrespective of disability. So, the above convention confirm inclusive education and reflects the right to education in terms of the responsibilities of governments to make education “available, accessible, acceptable and adaptable” to each and every child. However, this convention could not be assumed that initiatives to improve children's rights in general will automatically benefit the most marginalized children.

4 -The 1990 world conference on education for all

The world conference on education for all in 1990 helped to focus attention on a much broader range of children who may be excluded from or marginalized within education systems because of their apparent difficulties (Ibid, p3). Such children may include: Those who are already enrolled in education but for a variety of reasons do not achieve adequately. Those who are not enrolled in schools but who could, participate if schools were more flexible in their responses. In above conference, inclusive education is regarded as the only means to achieve the goal of "Education for All".

After this conference, the field of special education has developed relatively recently and unevenly in different parts of the world (Reynolds, and Ainscow, 1994). Its development has involved a series of stages during which education systems have explored different ways of responding to children with disabilities and others who experience difficulties in learning. Many of the other trends display the move to reintegrate the mildly handicapped in the regular education program (Bielinski and Ysseldyke, 2000), the increased interest in the training of the moderately and severely retarded and disturbed, etc. are directly related to the social and legal pressures on the educational and mental health establishments.

5- Standard Rules on the Equalization of Opportunities for Persons with Disabilities 1993

2 According UNESCO inclusive education is a developmental approach in education that “seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalisation and exclusion in http://www.oecd.org/dataoecd/48/14/39512950.pdf

3 The rules on the Equalization of Opportunities for Persons with Disabilities adopted by General Assembly resolution 48/96 of 20 December 1993
These rules set an international standard for policy making and action covering disabled children and adults. Its chapter on education gives qualified support for inclusive education saying countries should recognize the principle of equal educational opportunities in integrated settings for disabled children; they should also ensure the education of disabled people is an integral part of the wider educational system. According rule 6 (8), in situations where the general school system does not yet adequately meet the needs of all persons with disabilities, special education may be considered. It should be aimed at preparing students for education in the general school system. The quality of such education should reflect the same standards and ambitions as general education and should be closely linked to it. At a minimum, students with disabilities should be afforded the same portion of educational resources as students without disabilities. States should aim for the gradual integration of special education services into mainstream education. It is acknowledged that in some instances special education may currently be considered to be the most appropriate form of education for some students with disabilities.

6- The Salamanca Statement in 1994

The above statement adopted by the World Conference on Special Needs Education in 1994 reconfirmed new trends and declared the aim of Education for All by considering what basic policy changes are needed to promote inclusive education, so that schools can serve all children, particularly those with special educational needs. This statement says that, regular schools with an inclusive ethos are the most effective way to combat discriminatory attitudes, create welcoming and inclusive communities and achieve education for all and. It gives the highest priority to making education systems inclusive and investment in the vocational aspects of inclusive education (http://www.inclusion.com). Specifically the Statement argues that regular schools with an inclusive orientation are: “the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

The Salamanca Conference marked a new point for millions of children who had long been deprived of education. It provided a unique opportunity to place special education within the wider framework of the "Education for All" (EFA) movement. The goal is nothing less than the inclusion of the world's children in schools and the reform of the school system. This has led to the concept of "Inclusive School". The challenge confronting the concept of "Inclusive School" is that of developing a child-centred pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities (http://www.dinf.ne.jp/doc/english). This is leading to a reconsideration of the future roles and purposes of specialists and facilities in the special needs field.


This convention recognize that the disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and Environmental barriers that hinders their full and effective participation in society on an equal basis with others. Articles 24 of this convention provide “States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning …..” and (b) “Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live “.This convention changed the clinical model of Special Education and disability to social model” of disability (http://www.cortland.edu).

This Convention obliging Governments to develop properly supported and adapted inclusive education for all and put in priority the children’s rights to properly supported and adapted inclusive education.

4 Access and Quality Salamanca, Spain, 7-10 June 1994
Accordingly, two trends are apparent in special education today. First, children with disabilities are receiving special education services earlier (ERIC Clearinghouse on Handicapped and Gifted Children, 1989). Recent trend in research findings and best practices have indicated the need to develop early intervention programs for the at-risk population of children (Sanstead, 1999). The second trend is a change in the public’s attitude toward employment of people with handicaps. Today it is recognized that even individuals with severe handicaps are willing and able to work.

8- Recommendations

As a result of this study, the recommendations are provided to improve inclusive education for children with disabilities as below:

- No special priority is being claimed for disabled children. Instead, it is said that they be included wherever there are services and activities for children.

- The unconditional acceptance of all children into regular and neighbourhood schools and include them in regular classes afford more support to these children.

- Collaboration between teachers, administration and others to support inclusive education is necessary.

9- Conclusion

The analysis provided in this paper will stimulate and encourage moves to create more effective and inclusive educational arrangements for children with disabilities. Emphasis on serving the needs of disabled children is likely to continue, and the information derived from current research will improve special educational services even more in the future. It must be collaboration between teachers, administration and others to respond to individual student needs Classroom Strategies to Support Inclusive Education. The Teachers have to use classroom strategies that respond to diversity and multi-level instruction. So the key features of inclusive education of children with disabilities will be the unconditional acceptance of all children into regular classes and the life of the school and receive as much support as necessary to be successfully included in neighbourhood schools and regular classes. We must accepting and understanding that children do not have to have the same educational goals to be able to learn together in regular classes. Our analyze shows that we cannot impose a uniform approach in this way. Special education programs must provide a rational and valid answer.

References

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9- Sanstead W G., (1999), early childhood special education for children with disabilities, ages three through five, an introduction, North Dakota department of public instruction, Office of Special Education,

Web sites
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