

## **IMPACT OF NEW INNOVATION AND INCUSIVE EDUCATION IN HELPING STUDENTS WITH SPECIAL NEEDS**

**BY**

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### **Abstract**

*Special education is the process of addressing their differences while integrating them as much as possible in the typical educational environment of their peers. Success, measured as self-sufficiency, academic achievement, and future contributions to the community, may not be achieved if students with special needs do not receive this additional help. Individuals who have special educational needs are entitled by law to receive services that will help them perform to the best of their knowledge. Special education is the process by which students with special needs receive education via abilities and reach their potential. The goal of this article is to provide individuals with a systematic view of special education from various perspective so that they can integrate and implement new educational innovations for promoting special education. The perspective adopted include special education as an important element of basic education programme, method of providing special education, innovation for promoting special education which can navigate special education to a greater height. Inclusive education which accommodate all learners regardless of their limitations. Emphasis should focus on finding the balance of meeting the students' educational needs in the least restrictive environment. This paper also suggest that government should assist principals, special educators and intervention staff to build thoughtful schedules in accordance with best practices and students with disabilities need to be active participants in the general education curriculum in order to ensure that they progress and are prepared to pass their examination.*

**Keywords: Special Education, Innovation, Inclusive Education**

### **Introduction**

In recent years, there has been a drastic change in the area of special education. The idea of inclusive education became internationally acclaimed at a 1990 conference in Thailand when the United Nations promoted the idea of “education for all” (David & Kuyini, 2012). There has been a strong push towards including all special needs students into a general education classroom “as a means to remove barriers, improve outcomes and remove discrimination” (Lindsay, 2003). This push was caused by the passing of the Individuals with Disabilities Education Act (IDEA) in 1990 and 1997 as well as the Individuals with Disabilities Education Improvement Act (IDEIA) in 2004. These acts mandated that students should be taught in the least restrictive environment to the “maximum extent appropriate” (Obiakor, 2011). The purpose of IDEA is to give every student equal education, even if one of them has special needs. The main philosophy behind inclusion is that of basic human rights. This philosophy implies that peer acceptance should be one of the main outcomes of this type of schooling and thus giving students with disabilities more dignity and a better quality of life (David & Kuyini, 2012). Disabilities vary from very mild learning disabilities to extreme emotional disturbances or severe impairments. Students with severe emotional disturbances often have outbursts and can become violent to anyone in their path.

New innovation is the practical implementation of ideas that has been transformed into reality that help student with special needs to perform to the best of their abilities and reach their academic potentials. Whenever possible, Emphasis should focus on finding the balance of meeting the students' educational needs in a more conducive environment. Promoting special education to serve diverse students with

disabilities in inclusive settings is not keeping up. In an effort to address this need, this article introduces some new innovations that will help students with special needs to achieve the aim of schooling.

### **Concept of Special Education**

Special education and special needs education are used interchangeably. There are some individuals who can learn very fast, there are those who are slow learners. There are others who have difficulties in learning. There are others who have special learning needs that occur as a result of sensory, intellectual, psychological or sociocultural deficiency. There are others that are precocious and prodigious. All the aforementioned need special education in order to function maximally. Student with special needs are those who are visually handicapped or partially or fully deaf or suffer from the disability to learn (Aktapendidikan (1996). Special Education means specially designed instruction that meets the unusual needs of exceptional students. Special materials, teaching or equipment and/or facilitates may be required (Hallahan and Kauffman, 2003).

Obani (2004) sees Special Education as the education that is concerned with children who have been adversely affected to a greater extent, by one or more of these factors. Special Education deal with children with special learning problems, difficulties and needs. It applies special method and uses special equipment that takes the special problem of the children into consideration. Special Education is concerned with individuals with special needs. Special need Education entails simple modifications adaptations, adjustments, innovations and management of the curriculum, methods and materials in addition to the other resources and practices of regular schools to fit and meet the special learning needs of those who present different forms of disabilities and learning difficulties (Obani, 2006). Base on the above definitions, it can be deduced that Special education (known as special-needs education, aided education, exceptional education) is the practice of educating students in a way that provides accommodations that address their individual differences, disabilities, and special needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings.

The opposite of special education is general education. General education is the standard curriculum presented without special teaching methods or supports. Students receiving special education services can sometimes enroll in a General education setting to learn along with students without disabilities. Many have argued that genuine access to the general education curriculum can only come about through new innovations in teaching and proper class supports that focus on what is taught and how the curriculum is delivered (Soukup, Wehmeyer, Bashinski, & Bovaird, 2007). Merely gaining access to the general education curriculum is no longer sufficient (Lynch & Taymans, 2004).

### **Special Education as an Important Element of the Basic Education Programme**

Differentiated education is a modified form of the basic education programme, meaning that the same material is covered yet in a different way. Through differentiation, material is broken down in line with the students' needs depending on the difficulties the child needs to overcome in order to effectively learn. Research data show that children with disabilities spend 80% of their time in general education classrooms, which means that they attend regular education. In other words, they learn the same material, except that certain things are done differently. Thus, for example, potential difficulties with reading or writing will be resolved through oral exams. In that sense, special education should be an integral part of the basic education program with teachers trained to work in an inclusive learning environment. In an inclusion setting, children from different backgrounds and abilities learn together in a way that every child succeeds in learning both in classroom and outside the school. Inclusive education is beneficial for every child, parents, care givers, administrators and communities. The learning environment is made encouraging and friendly for learners to learn in the least restrictive environment.

### **Methods of Providing Special Education**

Schools use different approaches to providing special education services to students. These approaches can be broadly grouped into four categories, according to how much contact the student with special needs has with non-disabled students (using North American terminology):

- i. **Inclusion:** In this approach, students with special needs spend all, or most of the school day with students who do not have special needs. Due to the fact that inclusion can require substantial modification of the general curriculum, most schools use it only for selected students with mild to moderate special needs, which is accepted as a best practice. Specialized services may be provided inside or outside the regular classroom, depending on the type of service. Students may occasionally leave the regular classroom to attend smaller, more intensive instructional sessions in a separate classroom, resource room, or to receive other related services that might require specialized equipment or might be disruptive to the rest of the class, such as speech and language therapy, occupational therapy, physical therapy, rehabilitation counseling. They might also leave the regular classroom for services that require privacy, such as counseling sessions with a social worker.
- ii. **Mainstreaming:** refers to the practice of educating students with special needs in classes with non-disabled students during specific time periods based on their skills. Students with special needs are segregated in separate classrooms exclusively for students with special needs for the rest of the school day.
- iii. **Segregation in a separate classroom or special school for students with special needs:** In this model, students with special needs do not attend classes with non-disabled students. Segregated students may attend the same school where regular classes are provided, but spend all instructional time exclusively in a separate classroom for students with various disabilities. If their special class is located in an ordinary school, they may be provided opportunities for social integration outside the classroom, such as by eating meals with non-disabled students. Alternatively, these students may attend a special school.
- iv. **Exclusion:** A student who does not receive instruction in any school is excluded from school. In the past, most students with special needs have been excluded from school. Such exclusion still affects about 23 million disabled children worldwide, particularly in poor, rural areas of developing countries. It may also occur when a student is in hospital, housebound, or detained by the criminal justice system. These students may receive one-on-one instruction or group instruction. Students who have been suspended or expelled are not considered excluded in this sense.
- v. **Co-teaching:** In this setting, students with disabilities are placed in a General education classroom to learn along with their disabled peers and non-disabled peers. A General Education teacher and a Special Education teacher work as partners in instruction. Types of co-teaching include "one teaching/one helping" in which one teacher instructs while the other circulates around the class to evaluate and offer help, "parallel teaching" in which both teachers teach the same content to two groups of students of equal size, "station teaching" in which both teachers present differing content to different groups of students simultaneously and students rotate through each station, "alternative teaching" in which one teacher works with a smaller group or individual students while the other works with the rest of the class, and "team teaching" in which both teachers plan and teach a lesson together.

### **Innovation for Promoting Special Education**

Improving special education is challenging. All schools want to close the achievement gap and improve outcomes for students with special needs and for students who struggle, but school practices are not always aligned to meet this objective most effectively. But there is reason to be hopeful. Best practices exist that, when implemented well with a systems-thinking approach, can help schools of all sizes and types achieve dramatic gains in achievement and inclusion and expand services for students with disabilities. DMGroup has developed top best practices for improving special education based on extensive research by the What Works Clearinghouse, the National Reading Panel, John Hattie's Visible Learning, numerous major research studies, and our own hands-on work with hundreds of school districts. Surprisingly, the cost of this

approach is no more, and in some cases less, than current efforts. One note: these best practices are appropriate for most students with mild to moderate disabilities or no disability at all. Other students need a different approach.

- i. **Focus on Student Outcomes, not Inputs:** In too many districts, if last year's efforts didn't work as well as desired, the response is to add more staff, more paraprofessionals, more co-teaching, and more hours of service. These changes seldom help students and always cost more. Over the past decade, districts constantly increased the number of special educators and paraprofessionals, and yet achievement levels have barely budged. If the current approach isn't achieving great outcomes, current practices must be reviewed and modified. The districts that have successfully raised achievement for students with special needs and other students who struggle are the districts that keep the focus on results.
- ii. **Effective General Education Instruction is Key:** higher performance of general education students correlates to higher performance of students with disabilities, as shown by the National Assessment of Educational Progress (NAEP). Students with special needs and students who struggle spend most of their day in the general education classroom; therefore, core instruction provided by the classroom teacher must meet most of their needs. In some school, a culture has emerged where special education staff take the lead in serving students with disabilities. In many schools, elementary school children who struggle to read are pulled out of the core reading block to be taught by a special education teacher or paraprofessional. While well-intentioned, these common practices are not what's best for students with special needs and students who struggle students are best served academically when their general education teacher takes primary responsibility for their learning. Beyond core instruction, even interventions are often best provided by general education staff.
- iii. **Ensure All Students Can Read:** In many schools, up to half of the referrals to special education are, at their root, due to reading difficulties. Referral rates jump in class three through class six when reading problems make it difficult to learn math, science, and social studies. An overwhelming majority of students who have not mastered reading by the end of third grade will continue to struggle throughout secondary school and beyond. These students tend to have increased rates of behavioural problems and are less likely to graduate from secondary school or to enroll for higher education. In order to raise achievement for all students who struggle, schools need to faithfully implement best practices for teaching reading and ensure that students with mild to moderate disabilities are benefiting from these best practices.
- iv. **Provide Extra Instructional Time Every Day for Students who Struggle:** Students who have difficulty achieving grade-level standards often need more time for instruction in order to catch up and keep up with their peers. At both the elementary and secondary levels, this additional time can be used to pre-teach materials, reteach the day's lesson, address missing foundational skills, and correct misunderstandings. In many schools, struggling students are provided extra adults, but not extra time. Struggling learners may receive additional support from a teaching assistant, paraprofessional, special education teacher, co-teacher, etc. while staying in the same classroom as their peers for the same duration. Some schools have specialized instruction in place, but it is typically not in addition to the regular period. Struggling students, for example, may be assigned to a "replacement" class, a lower-level general education class that covers less content with less rigor. Extra "help time" should not be confused with extra instructional time. It is common for students with special needs to have a resource room period or a support period where a special education teacher provides ad hoc help or test prep across multiple subjects, grades, and courses. This is not the same as a daily dedicated extra period focused explicitly on math skills, for example. School that have successfully closed the achievement gap and significantly raised the achievement of students with and without special needs provide extra instructional time each day in addition to core content instruction time.
- v. **Ensure that Content-Strong Staff provide Interventions and Support:** As standards have risen and the complexity of the content has increased, staff's having a deep understanding and mastery of what they teach becomes even more important. A teacher who has engaged in extensive study and training

in a particular subject is more likely to have a wider repertoire of ways to teach the material. However, in most schools, extra instruction is provided either by paraprofessionals, or by special education teachers, who have expertise in pedagogy but often are generalists without specialized expertise in teaching subjects such as math, English, and reading. Schools that have made the most significant gains among struggling students have done so by providing these students, whether or not they have IEPs, with teachers skilled in content instruction during extra instructional time.

- vi. **Allow Special Educators to play to their Strengths:** Schools that have made strides in improving services for struggling students have focused on ensuring that teachers are able to play to their strengths. For example, some special education teachers may have expertise in specific content areas, while others may be very efficient and skilled in assessing and managing the IEP process. It is highly beneficial to leverage these areas of expertise:

**Content-Specific Expertise:** Teachers who have particular strengths in academic content areas (e.g. reading instruction, math instruction) should focus on maximizing their time supporting students in their academic area of specialization.

**Pedagogical Expertise:** Teachers with pedagogical expertise should coach general education teachers on accommodating the needs of students with disabilities and on using scaffolding, differentiation, Universal Design for Learning (UDL), chunking, and other teaching strategies.

**Social-Emotional Expertise:** Special education teachers with a strong background in providing social-emotional or behaviour supports to students should focus on delivering these important supports.

**Case Management Expertise:** Some special education teachers are particularly efficient and effective in managing the IEP process. These teachers should focus on case management responsibilities and thereby allow other special education teachers more time to serve students. Making these shifts in roles enables teachers to focus on applying their particular strengths to benefit students. Specialization of roles also simplifies professional development for special education teachers; teachers can develop deeper skills in one area rather than having to master many different skills and specialties.

- vii. **Focus Paraprofessional Support on Health, Safety, and Behaviour Needs, rather than Academic Needs:** Across the country, the number of paraprofessionals supporting students has been steadily increasing in recent years. Paraprofessionals play a critical role in the lives and education of many students, especially those with severe needs, autism, or behaviour issues, and have helped expand inclusion. However, paraprofessionals have also been given a growing role in supporting academic needs. This seemingly logical, caring effort actually runs counter to many of the best practices. Students with special needs and students who struggle need to be receiving instruction from content-strong teachers, and they need to be receiving extra instructional time rather than having additional support during core instruction. What's more, the presence of an aide can actually decrease the amount of instruction a student receives from the classroom teacher; it is not uncommon for a classroom teacher to feel that a student with an aide already has 100% of an adult's time, and therefore to focus attention on those students without aides. As a result, students with the greatest needs receive the least attention from a teacher certified in the subject. It is important that schools focus paraprofessional support on health, safety, and behaviour needs, and have certified reading teachers, RTI interventionists, and other trained specialists focused on academic and other specific needs. Fortunately, most districts can shift their staffing to better meet the needs of students in a cost-neutral way.

- viii. **Expand the Reach and Impact of Social, Emotional, and Behavioural Supports:** Addressing students' social, emotional, and behavioural needs is critical, and many schools have responded to a growing need for these services by adding counselors, social workers, or paraprofessionals but still feel more is needed. The key is to expand the reach and impact of existing staff, expand staffing by shifting resources, and partner with others to provide free or low-cost services. Some schools have managed to double the amount of student services delivered by existing staff by streamlining meetings and

paperwork. But even if all non-student work were streamlined, many schools still would be understaffed. Fortunately, many schools can improve and expand social, emotional, and behavioural supports within their existing budget by shifting to having fewer lower-skilled paraprofessionals but more staff with the highly specialized skills required, such as certified behaviourists. Finally, some schools further expand social and emotional services by partnering with local nonprofit counseling agencies, teaching hospitals, graduate psychology programs, or even insurance-funded mental health counselors.

- ix. **Provide High-quality In-school Programs for Students with more Severe Needs:** In the past, many mid-sized and smaller schools decided against providing in-house special education programs, these schools felt they lacked sufficient numbers of students at any given level to justify the cost of such services. This needn't be the case. If a school has at least three students with similar needs within the same age range, it may be more cost-effective to establish an in-house program than to place the students in an out-of-school program. Of course, the savings resulting from decreased tuition payments and transportation costs must be invested in providing enhanced in-school services. The key to providing effective and cost-effective programs is to hire staff with the right skills and training, to adjust staffing levels throughout the year as enrollment shifts, and to provide dedicated leadership for these programs.
- x. **Know how Staff spend their Time and Provide Guidance on the Effective use of Time:** To implement best practices at-scale and in a cost-effective manner, schools must have a detailed understanding of how staff, including special educators, related services providers, and RTI staff, are currently serving students. Then, the schools must work collaboratively to establish expectations regarding the service delivery model and to set guidelines on the amount of time to be spent with students. Given the vast range of tasks that staff perform, it is challenging for schools to develop an in-depth understanding of how staff spend their time. When schools utilize schedule-sharing technology to gain a deep understanding of current practices, both staff and administrators are often surprised at how much time is spent in meetings, how much service is provided even though the IEPs call for small groups, and how much instruction is provided by paraprofessionals armed with a detailed understanding of current practices, schools can thoughtfully plan what is the best use of time for each role, grade level, and student need

### **Inclusive Education**

Inclusive education is a child's right, not a privilege. Inclusion promotes quality and equitable education for all, without exclusion, including those who may be potentially marginalized by learning need or social position. An increasing awareness about the rights of children with disability to have access to the same educational services as children without a disability has led to the idea of inclusive education (UNESCO International Bureau of Education, 2009). Accordingly, the UNESCO (2005) stated that inclusive education is an approach that expresses how to change educational structures and other learning atmospheres to meet the needs of the variety of learners. Inclusion highlights opportunities for an equal involvement of individuals with disabilities (physical, social and emotional) when possible into typical education, but leaves accessible the probability of individual selections and possibilities for special aid and accommodations for persons who need it and want it (Rasmitadila & Tambunan, 2018). According to UNESCO, inclusive education is seen as "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education." The goal is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenge and benefits of diversity. Within an inclusive education approach, learning environments are fostered where individual needs are met and every student has an opportunity to succeed. The active call for inclusivity is boldly stipulated in the Salamanca Statement (UNESCO, 1994), which adheres nations to adopt the framework of action in providing inclusion and equity through education of children with perceived differences.

Base on the above definitions it can be deduced that Inclusive Education accommodates all learners regardless of their physical, intellectual, social, emotional, and linguistic capabilities. It is the education that includes everyone those with and without disability. Learners in an inclusive classroom are generally placed according to their academic level, regardless of their chronological age. Inclusive education encourages a sense of belonging, where emphasis is placed on the value of friendship. Teachers often nurture a relationship between learners with special needs and a learner without special educational needs. This practice is to show student that diverse group of people make up a community, that no one type of learners is better than another, and to remove any barriers to friendship that may occur if a learner is viewed as “helpless”. Such practices reduce the chance for exclusiveness among learners in later life and encourage cooperation among persons irrespective of disability status

However, inclusion refers to an educational approach or model where learners with special needs spend most or all their time with non-special needs learners in the classroom. Inclusion arises in the framework of special education with an individualized education program (IEP), and is built on the notion that it is more effective for student with special needs to have varied experiences so as to be more successful in social interactions leading to further success in life. Inclusion discourages segregation but still provides the use of resource room to provide additional coaching. However, schools or setting with inclusive education program do not operate separate classrooms. This system or approach is based on the premise that persons with special needs do not have their own separate world.

### **Principles of Inclusive Education**

Principles of inclusive education includes the following:

- i. Diversity enriches and strengthens all community of learner.
- ii. All learners learn differently using teaching styles/methods and achievements are equally valued, respected and celebrated by all.
- iii. All learners are enabled to fulfil their potentials by considering individual requirements and needs.
- iv. Support a guaranteed and fully resourced across the whole learning experience.
- v. All learners need friendship and support.
- vi. All children and young people are educated together as equals in their local communities.
- vii. Inclusive education is incompatible with segregated provision both within and outside mainstream education.

### **Inclusive Education Strategies**

Are you ready to introduce an inclusive education environment into your classroom? To do so means challenging the status quo, removing curriculum barriers and presenting educational goals in interesting ways to engage all learners and serve all students equitably. Below are four important strategies to consider when designing an inclusive classroom and curriculum according to (Bowe, Frank 2004):

- i. **Use Universal Design Principles to Create Accessible Classrooms:** Universal design for learning (UDL) is a set of principles that were born from the desire to offer every student an equal opportunity to learn, based on the idea that every person has their own unique and individual learning style. According to UDL, there are three primary brain networks that are responsible for how a person learns: the recognition network, the strategic network and the affective network. The three main principles of UDL Representation (the what of learning), Action and Expression (the how of learning), Engagement (the why of learning) were formed based on these three brain networks. Understanding the foundation of UDL the principles and brain networks is imperative for teachers who wish to implement UDL in the classroom. The National Center on Universal Design for Learning has a plethora of resources and information for educators interested in universal design. There are videos offering helpful implementation tips and ideas in the “UDL Principles and Practices” section of their YouTube Channel. Luis Perez, author of Mobile Learning for All, suggests starting small. In an

article in The Journal, he said, “You’re not going to apply every single (guideline) to every single lesson. It depends on which ones are relevant to your learning goals. Start with a single lesson or activity and then build success from that, and then start to look at other parts of your curriculum.”

- ii. **Use a Variety of Instructional Formats:** The first principle of universal design theory is the “what” of learning. It says to use “multiple means of representation.” While some students are visual learners, others may grasp information better when it is presented through text or when it is spoken orally or taught through kinesthetic learning. Some students do best with a combination of the above. While these differentiated teaching methods may support the needs of students with disabilities, they also offer diversity of instruction to the entire classroom, giving each and every student an opportunity to learn in the way they do best. Similarly, using different mediums to present information and engage students is important in inclusive classrooms. Remember that principle two of universal design theory calls for utilizing “multiple means of action and expression.” Some students may find that their best outlet and means of expression comes through writing, while others may prefer to give an oral presentation, act out a play or create a piece of art. Each student is different and should be given the opportunity to express their knowledge through the methods that work best for them. Additionally, teachers can use a diversity of materials and mediums to engage students. Examples of mediums could include theater, art, video and computer software in addition to the traditional mediums of lecture and text. Through using varied teaching techniques and mediums, teachers can increase the engagement of their entire class, not just the students who respond to a particular style of learning and expression.
- iii. **Know the Students’ Individualized Education Plan (IEP):** To create an equitable learning environment for everyone, it is important to familiarize yourself with students’ IEP. If you have a student with an IEP, you are legally required to make any necessary accommodations as outlined in the IEP. You can work with the school counselor or teaching specialists to better understand the student’s specific needs. Much like the concept of inclusive learning, IEP were designed to ensure that students with disabilities are allowed to learn in a regular classroom environment, while still being provided with services, educational aids or accommodations they may require. Students with an IEP may require additional educational services outside of the regular classroom. These services are typically provided and monitored by additional support staff.
- iv. **Develop a Behaviour Management Plan:** Disruptive classroom behaviour can affect not just the teacher, but the other students in the classroom as well. Developing a behaviour management plan can help you prepare for the inevitable moment a student or students exhibit disruptive behaviours with the understanding that some behaviours are of much less consequence than others (talking out of turn vs. being defiant or aggressive).The behaviour plan should be shared with parents and students, so that everyone is aware of the expectations and consequences should those expectations not be met. The most effective plans typically involve a great deal of positive reinforcement and a clear understanding of the expectations. There are several different types of behaviour management plans you can implement depending on the needs of your classroom, including a whole group plan, a small group plan, an individual plan or an individual plan designed for particularly challenging students.

## Conclusion

Implementing these best practices can have a significant positive impact; to say that implementation is easy would be misleading. It takes time and hard work to affect large-scale shifts in service delivery, staffing, scheduling, and roles and responsibilities. It takes time, much communication, and attentiveness to foster buy-in and ensure fidelity of implementation. It requires participation from leaders across all functions of the district as well as dialogue with key stakeholders such as parents. Clear goals, careful planning, and lots of communication can help to pave the way. Taking a close look at current practices and taking a systems-thinking approach to implementing best practices can make a significant difference in student outcomes. It is hard work, and a time-consuming process, but well worth the effort to improve the lives of students with special needs and students who struggle.



### Suggestions

1. Government should organize workshop on innovation in special education
2. Government should assist principals, special education and intervention staff to build thoughtful schedules in accordance with best practices.
3. Allocate resources for technology and professional development. If schoolstate wantteachers to learn new skills/innovations, they can either send teachers out for training or bring the training into schools.
4. The master building schedule forces teachers to pull students from core instruction in reading, prevents grouping of students with like needs, or demands attendance at too many meetings.
5. Scheduling is both an art and a science, and effective scheduling is key to ensuring that student needs are best met. There is no reason to believe every teacher or principal is an expert scheduler; even if they are, their schedule is impacted by dozens of other people's schedules,
6. Efficient and effective schedules cannot be built in a vacuum. Coordinated scheduling is essential to ensure that time is being used most effectively.
7. Students with disabilities need to be active participants in the general education curriculum in order to ensure that they progress and are prepared to pass their examination.
8. Develop materials that show how to integrate innovations into the curriculum. Provided the innovations have been shown to be effective for both students with and without disabilities, the latest innovations should be embedded in the curriculum for teachers to use in their classes. Once an innovation is embedded within the curriculum, the better the chance that teachers will use it on a consistent basis.
9. Teachers should make innovations work for students with disabilities. As noted earlier in that teachers need to use explicit instruction, especially when introducing a new instructional method.

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