

MAINSTREAMING OF STUDENTS WITH SPECIAL NEEDS: ITS IMPACT

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Regardless of their skills or character, everyone has the fundamental right to an education. The idea of mainstreaming, or including kids with special needs in regular classes, has garnered a lot of attention lately. This strategy is based on the idea that equality, respect for one another, and a more stimulating learning environment are all enhanced by inclusion. Academic progress, personal development, and social acceptability are all facilitated by mainstreaming, which permits children with disabilities to attend classes with their classmates.

The encouragement of social inclusion is among mainstreaming's most important results. By allowing themselves the opportunity to engage with their peers in a typical classroom setting, students with special needs help to eradicate stigma and barriers brought on by misconceptions. While their peers gain patience, empathy, and teamwork, children with exceptional needs gain self-assurance and social skills. All pupils are prepared for a varied and inclusive society by these experiences.

But mainstreaming has drawbacks as well. In order to meet different learning demands, teachers must modify their teaching strategies, which may call for more resources and specialized training. Children with and without impairments may find it challenging to stay up without the right support. In order to guarantee the success of inclusion programs, this emphasizes the necessity of sufficient teacher preparation, reduced class sizes, and close cooperation between educators, parents, and support staff.

Views of educators regarding how to interact with children that have special needs

needs indicated that they should modify their instructional strategies to meet the diverse requirements of these pupils. Teachers' self-efficacy showed that they could collaborate with professionals to develop lesson plans, get kids to follow school rules, and provide appropriate activities for students with special needs. The study found a substantial correlation between teachers' attitudes and self-efficacy, indicating that their willingness to embrace inclusive education will affect whether or not they accept children with special needs in regular classes. Teachers believe that the largest barrier to implementing inclusive education is the lack of accessible facilities and materials that are both adaptable and supportive in schools.

Indeed, there is great potential for transforming education into a more compassionate and egalitarian system through the mainstreaming of children with special needs. The effort is rewarded since the social and academic advantages exceed the difficulties.

References:

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