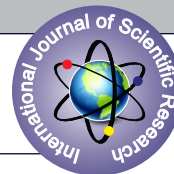


“RIFT IN ACCEPTANCE OF INCLUSION OF CHILDREN WITH SPEECH AND HEARING DISABILITY BETWEEN PARENTS OF CHILDREN WITH SPEECH AND HEARING DISABILITY AND CHILDREN WITHOUT ANY DISABILITY”.



Rehabilitation

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ABSTRACT

Inclusion of children with speech & hearing disability (CWSHD) in India is still a challenging task. The newly enacted Rights of persons with Disabilities (RPD) Act 2016 has included inclusive school for all. However inclusion in school depends on acceptance of CWSHD in minds of people and society at large. School may be ready to include CWSHD but it still needs to be explored if parents of all other children are ready to let their child grow hand in hand with CWSHD. The inclusion in schools indicates change in perspective from sympathy to empathy of not just the professionals and school staff but also building up a new generation of children who complement each other for their limitations and flourish together, not just exist together. This present study highlights important issues related to inclusive education for CWSHD, related to difference in parental perception of children who are studying in inclusive setup. This study also bring some insight on suggested solutions for these issues that can change the future course of action for inclusive schools environment for children with speech and hearing disability in India.

KEYWORDS:

Children with speech & hearing disability, Inclusive Education, RPD Act

INTRODUCTION

The prevailing socio-cultural context is a very important factor which plays a major role in how one perceives children with speech and hearing disability. Certain beliefs and taboos prevailing in the Indian scenario influence the attitudes and values for inclusion of children with special needs, affect the school environment for inclusive education. The family and especially the parents of the child with special needs face a lot of social and emotional stress. In the Indian context, mothers are often blamed for the birth of a child with disability, in the belief that she is punished by God (Alur, 2003). In the Indian situation, families who have children with disabilities see themselves as the weaker section of society.

Research evidence indicates that inclusion is a positive practice for all those who are involved. The success of inclusion is also largely determined by the attitudes of those involved, that is, typical child and the child with special needs. The perception of a child is moulded and shaped by their parents. Hence the inclusive school environment is influenced by perception of both, parent of typically developing child and parent of child with speech and hearing problems.

Studies on parental views and opinions on inclusion have examined the attitudes of parents as a group, instead of investigating separately the attitudes of parents of children with speech and hearing disabilities (SHD) and parents of typical children. It is evident that perceptions of parents of children with speech and hearing disabilities needs and parents of typical children need to be considered, since that will determine the success of inclusion.

Therefore, education policy has referred to the social and environmental factors and rests on the theory that the child is a product of his/her experiences, and the interactions of the child within the environment have an effect on growth and development. There has been a shift in the thinking that the problem does not lie with the child, but with the perception he is provided by parents at home and at school. Therefore the present study was conducted to explore the perception of parents of both, children with speech and hearing disabilities needs and typical children

AIM

The Aim of the present study is to explore effect of similarity and difference in perception of parent of children with speech and hearing disabilities and those without any disability.

METHOD

The present study is a descriptive research design, using a questionnaire based survey. A brief questionnaire (including 10

questions) (Annexure 1) was developed to collect data regarding the perception of parents of children with and without speech and hearing disability studying in same school in inclusive education. Each question was intended for a particular purpose. Stratified sampling was used to select the schools for survey, where the characteristic of strata was based on a inclusion criteria and thereafter random sampling was done to collect the data from the parents from each school. The inclusion criteria of schools for building strata was as follows:

1. School should follow inclusive education
2. School should be till 12th standard
3. The school should be ICSE/CBSE board

5 schools were selected using simple random sampling from the strata of selected schools, based on the above inclusion criteria. 5 parents of children with speech and hearing disability and 5 parents of children without speech and hearing disability were randomly selected from each chosen school. Therefore a total sample of 50 was collected. Descriptive statistics was done and Chi-square test was done to find the significance of obtained values.

RESULTS

Perception and attitudes of both group of parents was collected for 10 questions. The responses obtained is illustrated in the following table 1.

Q.No	Research question	Parent of children with SHD			Parent of children without Disability		
		Agree	Partially Agree	Disagree	Agree	Partially Agree	Disagree
1	Should a child with no disability study with a child with SHD	64%	36%	0%	72%	28%	0%
2	Will a child with no disability accept a child with SHD as his friend	72%	28%	0%	76%	12%	12%
3	Will a child with no disability, show pity for child with SHD	64%	24%	12%	28%	36%	36%
4	Do you think child with SHD and child without disability should be treated with equality	100%	0	0	64%	36%	0

5	Do you think a child with no disability will learn inappropriate behaviour with child with SHD	32%	48%	20%	32%	20%	48%
6	Do you think a child without disability will help a child with SHD to learn and correct himself.	64%	28%	8%	64%	24%	12%
7	Do you think teachers will have to give a little more attention to child with SHD than others in class.	76%	12%	12%	28%	72%	0%
8	Will this little more attention of teacher to child with SHD be a disadvantage to child without any disability.	68%	16%	16%	60%	28%	12%
9	Do you think a child with SHD shall be able to successfully take the academic pressure of regular school.	64%	24%	12%	24%	64%	12%
10	Do you think if speed of teaching is reduced to explain concept to child with SHD, it will reduce the quantity and quality of teaching to child without any disability.	100%	0%	0%	72%	28%	0%

Table 1: Frequency distribution of responses of parents of children with SHD and without any disability separately.

The response of both group of parents on children with SHD studying with children without any disability was found similar in both group ($\chi^2 = 0.43$ which is less than the table hence there is no significant difference in opinion of parents of two groups for inclusion). Therefore beliefs of both groups is approximately same, which is positive for inclusion. The beliefs of both group of parents on children without any disability making friendship with children with SHD is approximately same, which is positive as more of parents belief that both group of children will have friendship. ($\chi^2 = 3.12$, which is less than the table hence there is no significant difference in opinion). The parents of children with disability do not believe that the children without disability would show pity at their child while parents of children without disability strongly believe that their children show pity on child with SHD. ($\chi^2 = 7.12$ which is more than the table hence there is significant difference in opinion of parents of two groups) this is shown in following Figure 1.

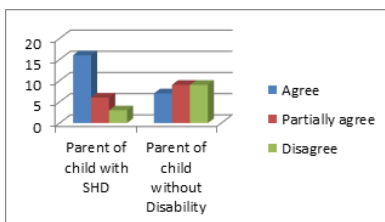


Figure 1 - Response of both group of parents on expression of pity on child with SHD

The difference in response of both group of parents on children Equality of treatment of both group of children is significant ($\chi^2 = 10.77$). It can be seen in the following figure 2. The opinion of both

group of parents on learning atypical behaviours and body language of child with SHD by children with no disability is no significant ($\chi^2 = 5.76$, which is less than the table). The response of both group of parents on child with no disability helping a child with SHD in correcting himself is similar ($\chi^2 = 0.28$ which is less than the table)

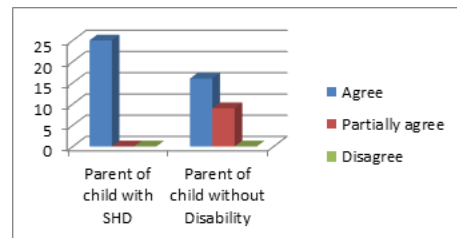


Figure 2 - Response of both group of parents on Equality of treatment of both group of children

The following figure 3, shows significant difference in response of both group of parents, on teachers requiring to give a little more attention to child with SHD. Parents of children with disability believe that teacher will need to give more attention to child with SHD while parents of children have a mixed opinion ($\chi^2 = 19.26$ which is more than the table).

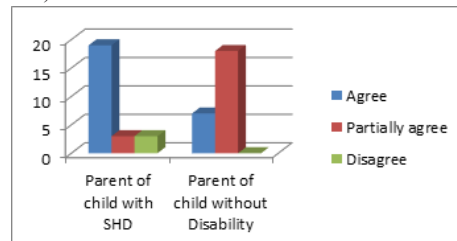


Figure 3 - Response for teachers requiring to give more Attention to child with SHD

There is similarity in opinion of both group of parents on teachers attention more to child with SHD being a disadvantage for children without disability ($\chi^2 = 1.078$ which is less than the table). Therefore both groups of parents agree that since teacher will have to give little more attention to child with SHD which can be a disadvantage to other children, however few also disagreed with this belief. Figure 4 shows the significant difference in response of both group of parents on taking the academic pressure by children with SHD in regular school (The $\chi^2 = 9.08$ which is more than the table).

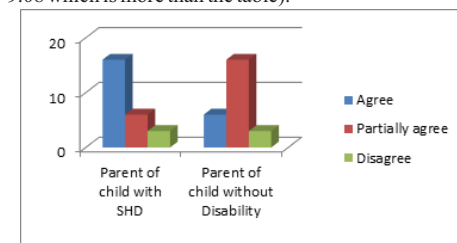


Figure 4 - Response of both group of parents on taking the academic pressure by

children with SHD in regular school

There is significant difference in opinion of parents of two groups on effect of reducing speed of teaching on quality and quantity of teaching to children with without any disability, as shown in figure 5 ($\chi^2 = 8.14$ which is more than the table hence).

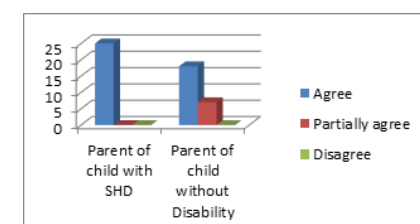


Figure 5- Response of both group of parents on effect of reducing speed of teaching on quality and quantity of teaching to children with without any disability.

DISCUSSION

From the results above, there appears a strong consensus on letting children with speech and hearing disability study with children without any disability and both group of parents have shown agreement on development of peer relationship in amongst both group of children. Parents who favour inclusion believe that it would increase their child's learning ability due to higher standards in a regular class, and would provide a stimulating environment for learning (Narumanchi and Bhargava, 2011) although in the present study only 64% of parents of children with speech and hearing disability and 24% of children with no disability agree to tolerance for higher standards in regular classes. A majority of parents show favourable attitude towards inclusion in terms of promoting positive role models, friendships, facilitating acquisition of pre-academic, social, language, and motor skills (Bennett, Deluca, and Bruns, 1997). Findings in present study was in support of facilitation speech and language improvement and self correction by modelling of children. Parents who are not in favour of inclusion feel that teachers would be overburdened with the child's disability and the extra time devoted to explain the child with SHD would be a disadvantage for the child without disability.

On the other hand, parents of typical children have revealed that their children's, experiences were positive; they preferred having their children in classes that included children with SHD and there was an increase in personal development, and improved self-worth by helping others (Duhaney and Salend, 2004). Specific gains were in terms of social cognition, i.e., awareness of other children's needs, pro-social and personal characteristics and greater acceptance of human diversity (Duhaney and Salend, 2004). The significant difference in question 4, 7, 9 and 10 reflects the concerns that parents of typical children show are in the overburdening of teachers due to which there is loss in the quality and quantity of academics. The belief that some children with no disability sometimes emulate the inappropriate behaviour of children with special needs was found present but not significant in the present study. Other concerns stated by parents are that the demands of children with special needs become so great, that they interfere or compromise their own child's growth and education (Green and Shinn, 1994) was also found significant in the present study.

CONCLUSION

In the present study significant difference in opinion was observed for showing pity to child with SHD, treating both group of children with equality, teacher requiring to give little more attention to child with SHD, belief regarding tolerating academic pressure in regular school and reduced speed of teaching reducing the quantity and quality of teaching to children without any disability. Therefore we now know that inclusion is welcome by all parents in society but certain finer issues involved need to be explored in detail. However, the present study has not taken into consideration the age of child in both group and the socio-economic status of child of both group. Therefore more studies are needed taking into consideration the age and socioeconomic status of the children and parents with larger data.

ANNEXURE 1 – DATA COLLECTION QUESTIONNAIRE

S.No	Question	Agree	Partially agree	Disagree
1.	Should a child with no disability study with a child with SHD			
	Remarks:			
2	Will a child with no disability accept a child with SHD as his friend			
	Remarks:			
3	Will a child with no disability, show pity for child with SHD			
	Remarks:			
4	Do you think child with SHD and child without disability should be treated with equality			

	Remarks:			
5	Do you think a child with no disability will learn inappropriate behaviour with child with SHD			
	Remarks:			
6	Do you think a child without disability will help a child with SHD to learn and correct himself.			
	Remarks:			
7	Do you think teachers will have to give a little more attention to child with SHD than others in class.			
	Remarks:			
8	Will this little more attention of teacher to child with SHD be a disadvantage to child without any disability.			
	Remarks:			
9	Do you think a child with SHD shall be able to successfully take the academic pressure of regular school.			
	Remarks:			
10	Do you think if speed of teaching is reduced to explain concept to child with SHD, it will reduce the quantity and quality of teaching to child without any disability.			
	Remarks:			

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