

What is Inclusion?

- Increasing participation of all learners, not only those with impairments.
- Reducing exclusion from cultures, curricula and communities of schools.
- Responding to learner diversity.
- Improving schools for teachers and learners.
- Overcoming barriers to access and participation.
- Regarding education as a right.
- Regarding diversity as a rich resource.
- Fostering mutually sustaining relationships.
- Acknowledging that all learners need support.
- Meeting all learners' needs.

Behavioral Problems as a Barrier:

- ❖ Antisocial behavior.
- ❖ Taking others' property.
- ❖ Aggression.
- ❖ Bossiness.
- ❖ Egocentricity.
- ❖ Destructiveness.
- ❖ Antagonism towards members of the opposite sex.
- ❖ Social aggression.
- ❖ Negatively influence learner's development and learning.

Behavior modification techniques:

- Reinforcement
- Ignoring
- Time-out / Withdrawal (special circumstances, with circumspection and warn the learner beforehand)
- Self-chosen time-out / withdrawal
- Prevention
- Redirection
- Discussion / conversation (and find a workable solution)
- Special time (spend time alone with the learner)

Perceptual-motor skills:

- **Gross motor** abilities refer to the poor of coordination in learners' larger muscles of the body. This may result in clumsiness when walking and in balance. Due this poor coordination, learners may be unable to participate in play activities / movement games.
- **Spatial perception** refers to the ability to identify relations between objects using concepts such as far away, close, big etc. When learners have not developed these skills appropriately they may have problems in understanding concepts such as beneath, in front of behind.

UNMET EMOTIONAL NEEDS:

The need for love and affection

- ✓ Relationships (bond) with mother and father.
- ✓ Attachment.
- ✓ Basis for all other relationships.

The need for security (including the need for economic security)

- Feelings of security.
- Stable relationships.
- Know what is expected.
- Self-image.

The need to belong

- Belong to family, peer group.
- Feel they belong in the classroom.
- Interact / participate in group situations.

The need for new experiences

- For mental growth
- Stimulate thinking and development
- Prevent boredom
- Challenging and diverse tasks
- Relevant, interesting, meaningful learning experiences

The need to be free from the intense feelings of guilt

- Guilt as result of unrealistic expectations of parents and teachers
- Guilt leads to feelings of inadequacy and not belonging
- **The need for responsibility**
- Classroom responsibilities, and chores at home (reasonable)
- Need positive adult role models
- Make responsible choices and decisions
- Take responsibility for consequences

The need to be free from feelings of fear

- Learners learn best when relaxed, calm and environment is stable
- Allow learner to share feelings, fears, anxieties
- Protect learners' emotional well-being

The need for praise and recognition

- Learners will develop a positive self-concept
- Feel accepted & valued.
- Recognize their efforts and achievements
- Feel encouraged
- Enhances learners' effectiveness of learning

The need for self-actualization

- Feelings of accomplishment (success) – basis to seek new challenges
- Realize full potential
- Avoid/prevent destructive behaviors (drugs, alcohol, etc.)

The need for a positive self-concept and an understanding of the life-world

- ◆ Learners must feel good about themselves
- ◆ Feel that they know and can do things – experience success
- ◆ Self-confidence
- ◆ Feelings of security – take risks to ask questions, make mistakes in safe space of the classroom

The need for sharing and self-respect

- ✓ Pressure to conform to adults' expectations
- ✓ Need for ground rules, discipline
- ✓ Low self-respect leads to negative behaviour and poor sense of self-worth