

# [Inclusion than the male teachers. also, teachers who](https://assignbuster.com/inclusion-than-the-male-teachers-also-teachers-who/)

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Inclusion or Inclusive andMainstreamingThe three articles that will be discussedin this paper is “ Music Educators’ Perceived Effectiveness of Inclusion”, “ AStudy of Attitude of Secondary School Teachers towards Inclusive Education” and” Attitudes of Teachers and Students towards Mainstreaming”. Throughout thispaper, you will find a summary, analysis and reflection based on the mentionedarticles regarding inclusive and inclusion education as well as mainstreaming. Summary            In the article of “ Music Educators’Perceived Effectiveness of Inclusion”, the purpose was to establish whethermusic teachers’ views of inclusion, curriculum adaptation/modification orstudent achievement had changed from research twenty years ago (VanWeelden and Whipple, 2014). A survey was sent to Five Thousand music educators across the UnitedStates which were selected randomly on the aforesaid topic. However, only OneThousand, One Hundred and Ninety-four music educators participated.

Based on results when it came to theeffectiveness of inclusion, most of the educators agreed that the studentsintegrated successfully, the students weren’t hard to work with and theexpectations for the music class were met and if they were to move to specialeducation classes, the music needs would not be met. The results also suggestedthat music educators had no issue adjusting and adapting their curriculum toteach the students with disabilities as well as the normal students. Whichmeans they all got graded on the same standards of the music achievement. Althoughstudents with disabilities met some level of music achievement, the educatorswere quite aware that those students were not on the same level as the normalstudents but still had a positive attitude towards it. Therefore, concludingthis article, the results from the survey differed tremendously from the lastresearch twenty years ago. According to the article of “ A Study ofAttitude of Secondary School Teachers towards Inclusive Education”, it talks aboutthe attitudes of secondary teachers in teaching special children.

Inclusiveeducation is understood to be when students with disabilities are placed in aregular classroom (Sandhu, 2017). A descriptive survey was done of 200 schoolteachers and based on results, female teachers had a more positive attitudethan the male teachers. Also, teachers who were less experienced had morepositive attitudes rather than the experienced teachers. This is believed to bethe case because young teachers’ attitudes can be shaped and formed to deal withstudents with disabilities and they also was exposed to this when obtaining theBachelor of Education. Teaching students with disabilities are challenging butthe teachers’ attitude towards inclusive education is fairly positive althoughsome are had a more positive attitude than others. Lastly, in the article, “ Attitudes ofTeachers and Students towards Mainstreaming”, “ Mainstreaming in education is apractice of teaching handicapped children in regular classrooms with normalchildren to the fullest extent possible” (Chander, 2016). The attitude ofteachers and students in inclusive education is predominant because itdetermines how people react to situations and assist with predicting behaviors. A survey was taken of 179 persons (Normal teachers, special teachers, studentswith disabilities and normal students).

Based on results, Normal teachers, special teachers and normal students has a positive attitude towards inclusiveeducation. However, the special needs students had a negative attitude becausethey believed that the normal students would make fun of them and the teachersmay make them feel different than the normal students inside the classroom. AnalysisFrom research and reading the mentionedarticles, inclusion and inclusive education is indeed the same.

“ Inclusiveeducation means placing the disabled children in regular and normal classroom”(Sandhu, 2017).  It is the responsibilityof the educational system to include students with disabilities, i. e. fittingthem inside the schools. Based on one of the articles, an educational practicewhere students with disabilities are not separated from normal students so theyare placed in regular classrooms.

Because both normal and special needsstudents are placed in the same classroom, the normal students will learn howto have a positive attitude towards them rather than making fun of them andallowing them to feel uncomfortable. In one of the articles, “ Attitudes ofTeachers and Students towards Mainstreaming”, the students with disabilities feltas though the normal students will make fun of them but by not separating them, the normal students will learn how to treat those students. Additionally, mainstreaming is quitesimilar to inclusion and inclusive education because this is where specialneeds students visits regular classrooms but are not fully integrated. And itis in the mainstreaming article where students expressed that they don’t feelcomfortable in a normal classroom.

In our Bahamian society today, students withdisabilities may feel the same way because of the way normal students will makethem feel. It would be good if students in our society can treat each otherequally but it is best for the special needs students to be in their ownspecial classes to avoid distractions to the normal students. When it comes tothe teachers, in my opinion, normal teachers are not fit and may not adapt aswell as the music educators in the first article to teach students withdisabilities. ReflectionI have visited Garvin Tynes Primary SchoolAutistic Unit and the students were very fidgety and were moving all around theclassroom but they responded quickly when the teacher instructed them to dosomething.

For instance, if these studentswere placed in a normal classroom, it would be a lot of distractions for thenormal students. The special educators were very effective in teaching them.