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male teachers. also,
teachers who

[Art & Culture](#), [Music](#)



Inclusion or Inclusive and Mainstreaming The three articles that will be discussed in this paper is " Music Educators' Perceived Effectiveness of Inclusion", " A Study of Attitude of Secondary School Teachers towards Inclusive Education" and " Attitudes of Teachers and Students towards Mainstreaming". Throughout this paper, you will find a summary, analysis and reflection based on the mentioned articles 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 whether music teachers' views of inclusion, curriculum adaptation/modification or student achievement had changed from research twenty years ago (Van Weelden and Whipple, 2014). A survey was sent to Five Thousand music educators across the United States which were selected randomly on the aforesaid topic. However, only One Thousand, One Hundred and Ninety-four music educators participated.

Based on results when it came to the effectiveness of inclusion, most of the educators agreed that the students integrated successfully, the students weren't hard to work with and the expectations for the music class were met and if they were to move to special education classes, the music needs would not be met. The results also suggested that music educators had no issue adjusting and adapting their curriculum to teach the students with disabilities as well as the normal students. Which means they all got graded on the same standards of the music achievement. Although students with disabilities met some level of music achievement, the educators were quite aware that those students were not on the same level as the normal students but still had a positive attitude towards it. Therefore, concluding this article, the results

from the survey differed tremendously from the last research twenty years ago. According to the article of "A Study of Attitude of Secondary School Teachers towards Inclusive Education", it talks about the attitudes of secondary teachers in teaching special children.

Inclusive education is understood to be when students with disabilities are placed in a regular classroom (Sandhu, 2017). A descriptive survey was done of 200 school teachers and based on results, female teachers had a more positive attitude than the male teachers. Also, teachers who were less experienced had more positive attitudes rather than the experienced teachers. This is believed to be the case because young teachers' attitudes can be shaped and formed to deal with students with disabilities and they also were exposed to this when obtaining the Bachelor of Education. Teaching students with disabilities are challenging but the teachers' attitude towards inclusive education is fairly positive although some have had a more positive attitude than others. Lastly, in the article, "Attitudes of Teachers and Students towards Mainstreaming", "Mainstreaming in education is a practice of teaching handicapped children in regular classrooms with normal children to the fullest extent possible" (Chander, 2016). The attitude of teachers and students in inclusive education is predominant because it determines how people react to situations and assist with predicting behaviors. A survey was taken of 179 persons (Normal teachers, special teachers, students with disabilities and normal students).

Based on results, Normal teachers, special teachers and normal students have a positive attitude towards inclusive education. However, the special needs

students had a negative attitude because they believed that the normal students would make fun of them and the teachers may make them feel different than the normal students inside the classroom. Analysis From research and reading the mentioned articles, inclusion and inclusive education is indeed the same.

“ Inclusive education means placing the disabled children in regular and normal classroom” (Sandhu, 2017). It is the responsibility of the educational system to include students with disabilities, i. e. fitting them inside the schools. Based on one of the articles, an educational practice where students with disabilities are not separated from normal students so they are placed in regular classrooms.

Because both normal and special needs students are placed in the same classroom, the normal students will learn how to have a positive attitude towards them rather than making fun of them and allowing them to feel uncomfortable. In one of the articles, “ Attitudes of Teachers and Students towards Mainstreaming”, the students with disabilities felt as 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 quite similar to inclusion and inclusive education because this is where special needs students visit regular classrooms but are not fully integrated. And it is in the mainstreaming article where students expressed that they don't feel comfortable in a normal classroom.

In our Bahamian society today, students with disabilities may feel the same way because of the way normal students will make them feel. It would be good if students in our society can treat each other equally but it is best for the special needs students to be in their own special classes to avoid distractions to the normal students. When it comes to the teachers, in my opinion, normal teachers are not fit and may not adapt as well as the music educators in the first article to teach students with disabilities. Reflection I have visited Garvin Tynes Primary School Autistic Unit and the students were very fidgety and were moving all around the classroom but they responded quickly when the teacher instructed them to do something.

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