



The Importance of School Management in the inclusion of students with disabilities

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Summary

Characterized by the principles of stimulating individual differences, valuing each individual, learning through cooperation and living with diversity as a single purpose, which is the role of education and its school management, above all benefiting each individual in an environment of freedom and autonomy, recognizing among his peers the same legal space that exists for himself, this analysis can conclude that the meaning of inclusion also covers those who are excluded from educational environments, not just students with special needs. Many educational institutions have made adaptations to their school management systems to adapt to the specificities of their students, prioritizing general efficiency, administrative efficiency and human development. Families are currently increasingly familiar with the rights of children with disabilities and work strongly with schools to defend the inclusion of everyone in society and the educational environment.

Key words:School Management, Inclusion, Students with disabilities.

Abstract

Characterized by the principles of stimulating individual differences, valuing each individual, learning through cooperation and living with diversity as a single purpose, which is the role of education and its school management, above all to benefit each individual in an environment of freedom and autonomy recognizing among their peers the same legal space that exists for themselves, this analysis can conclude that the meaning of inclusion also encompasses those who are excluded from educational environments, not just students with special needs. Many educational institutions have adapted their school management systems to adapt to the specificities of their students, prioritizing general efficiency, administrative efficiency and human development. Families are now increasingly familiar with the rights of children with disabilities and work strongly with schools in defense of the inclusion of all in society and the educational environment.

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1. INTRODUCTION

All children and young people have the right to access an inclusive educational environment and to be welcomed and valued. This means that students with disabilities must be involved and supported in their own school and community journey. Without segregation and with the same opportunities and environment as their peers (COSTA, 2006).

Being welcomed as a valued student and included in general education allows children with disabilities to fully participate and enjoy the learning process. This inclusive environment is important for creating the kind of society in which students with disabilities can thrive. It is not just the society that is wanted, but it opens the way to lifelong benefits for those who participate in it. Then, How can education systems ensure that the rights of students with disabilities are protected?

There are many challenges faced by students trying to access inclusive education. These challenges include, but are not limited to, bullying, harassment, lack of adequate support, suspensions and expulsions. Encouraging and supporting the full participation of students with disabilities on an equal basis is something that can be used to combat these challenges. The gradual elimination of segregated educational practices can light the way to achieve inclusive education and prevent negative school experiences for affected students (AFONSO, 2005)

The United Nations outlines ways in which inclusive education is adequately achieved in education systems. Article 24 of the United Nations Convention on the Rights of Persons with Disabilities



Unidas: “Effective individualized support measures are provided in environments that maximize academic and social development, in line with the goal of full inclusion.

This research aims to study the importance of school management in the educational context within the limits that the classroom can boost learning while promoting social inclusion.

2 METHODOLOGY

The methodology used within the textual approach involves research and consultation with authors specialized in School Management, with experience in working with students with special needs.

The selection of research sources will be based on publications by authors of recognized importance in academia, published articles, websites, symposium reports. This process involved searching for research related to the importance of software ergonomics for users with different characteristics, through the Scielo, Google, Google Scholar platform, using searches for key words such as Cognitive Ergonomics. Requirements Management. Activity Analysis.

The research was developed and classified so that it was possible to achieve the research objective in a more efficient way regarding the role of school management with students with special needs, exploring their specialties and the advantages that the flexibility of Education brings. To better explore this research, it was observed that it is classified as exploratory research due to the use of bibliographic and descriptive sources so that it was possible to describe the entire process.

3 DEVELOPMENT

It's about ensuring that providing environments of consistent social interaction and academic support is the main goal of inclusive education. The segregation of students during the learning process has increased instances of bullying by peers, combined with substantially fewer opportunities for positive social interaction within the classroom environment, therefore, barriers to education are being explored by School Management (AFONSO, 2005)

As long as Education continues to function, it is important that the conversation continues around inclusive education. Different types of discrimination, such as direct or indirect, occur in school environments, a lack of knowledge and understanding of disability can contribute to these cases. Highlighting school management and its importance in inclusive education arms people with more knowledge and understanding to combat inequalities. Equality of information and understanding can lead to equal access and opportunities (AFONSO, 2005)

As inclusive educators, the desire of such a body of professionals is to always reach all of their students with the goal of learning. It is believed that all students can learn and it is also believed that all students should be included in all components of education.

When it comes to experience working with elementary school students, they are much more forgiving of learning differences than their elementary or middle school counterparts. A truly inclusive education system is one that includes all students, regardless of race, ethnicity, gender or physical, social or emotional differences.

Educators and school communities need to understand what an inclusive educational system is; It is also critical to understand why it is best for students. A critical part of this is the need to promote inclusive education using best practice approaches that develop all students in lifelong learning.

Promoting an education system that is inclusive of all children should be the goal of all educational leaders.

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3.1 Benefits of Inclusive Education

If the objective of an inclusive educational system is to include all children, it must be considered that this is good for the children, teachers and staff and the entire school. For all students to be on equal terms, students with disabilities need to have the same opportunities as the general population. Students in an inclusive system should receive academic, social, emotional, and physical support. Why is this inclusive approach better for citizens?

When students leave school and enter higher education or the job market, they



They need to understand the importance of cooperating with different types of people. An inclusive education system builds on this understanding for students.

When students with disabilities are removed from classrooms and instructed in completely separate environments, they are not always accepted by their peers. These students can also begin to feel and notice differences, schools based on inclusive environments can also promote more teamwork and less division.

The parts of an inclusive education system include the academic, non-academic and extracurricular areas of the school. The focus must be on the inclusion of all children in these three main components of this system (COSTA, 2006).

The academic area includes the traditional classroom, media center, and student intervention settings, the non-academic area includes areas such as the cafeteria, school bus, and playground. Extracurricular areas involve how the student is supported and allowed to participate in school-sponsored sports or clubs. If students are to be included as part of the whole, they must all be served in every component of the educational system.

3.2 Strategies to promote inclusive education at school

Many high schools have had good success with inclusive environments. Students in this age group may be apprehensive if they feel they are treated differently. For example, high school students are often wary of going to a resource or extension classroom and being treated differently. However, all schools, regardless of education levels, can benefit from inclusive environments (COSTA, 2006).

Specific strategies that should be considered to support students in inclusive environments include: team-teaching classrooms, students with disabilities are scheduled first so they are included in all areas of the school, common lunch times for students, shared buses and 100% participation in sports and clubs.

Schools must include their students in the yearbook by grade and not by academic class. At a school I previously worked at, a resource class was not only grouped in a separate area of the school, but also pictured in a different area of the yearbook. Students at a young age notice these differences. School-level best practices that include all students are best for the school as a whole.

Promoting equity, offering the best possible education to all students, is one of the main objectives of inclusive schools. Education is a right for every human being, regardless of circumstance and whatever condition they are born into in the world. All countries have an obligation to ensure that all their people can receive equal education and this process must begin from pre-school level, inclusive education is a process of changing the school environment based on respect and acceptance of other people (COSTA, 2006).

It implies wise management of school processes in order to make children feel supported to develop their abilities and overcome adversities; which makes teachers feel encouraged and confident that they are able to deal with the growing challenges, while parents can assume their responsibility and role in partnership with the school.

This analysis shows that teachers and school board managers provide an overview of classroom leadership and inclusive management through an equity lens. Teachers explore their own values and beliefs, observe and reflect on other teachers' tactics, learn about a variety of current and past inclusive classroom management methodologies, and will explore working with diverse students.

FINAL CONSIDERATIONS

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Based on formal, informal and non-formal learning, the methodology used seeks to stimulate active participation, proactivity, responsibility and sharing of problems and thoughts from all participants involved. Therefore, to build a diverse and stimulating environment for studying, reflecting and working, attention must be paid to the following points: educators must have a clear understanding of exclusion and inclusion; school management must provide everyone with tools and knowledge to support the transition to inclusive education; Pedagogical strategies must be created to prevent early school leaving; the school team must develop communication, collaboration, presentation, resolution skills



problems, negotiation, critical and creative thinking. Develop a realistic development plan for inclusive schools (pre-primary and primary) Address diversity and identify barriers to participation and learning in schools. Develop development priorities and plan interventions to support diversity (e.g., curriculum adaptations, differentiated lesson design).

Schools and classrooms operate on the premise that students with disabilities are as capable as students without disabilities. As a result, all students can participate fully in the classroom and in the local school community. Much of the movement has to do with legislation that educates students in the least restrictive environment. This means they spend as much time as possible with their non-disabled peers, and general education is the preferred placement for all students (RODRIGUES, 2003)

The driving principle is to make all students feel welcome, appropriately challenged and supported in their endeavors. It is also very important that adults are supported too. This includes general education teachers and special education teachers, as well as all other staff and teachers who are key stakeholders, including parents.

Successful inclusive education is achieved primarily through acceptance, understanding and attention to students' differences and diversity, which may include physical, cognitive, academic, social and emotional aspects. This is not to say that students never need to spend time outside of their regular education classes, as they sometimes do so for very specific purposes, such as speech therapy or occupational therapy. But the goal is to make it exceptional.

Inclusive education is gaining popularity because there is much research-based evidence of these benefits. In short, students with and without disabilities learn more. Numerous studies over the past three decades have found that students with disabilities achieve greater achievement and higher skills through inclusive education, while their non-challenged peers also benefit. (RODRIGUES, 2003)

For students with disabilities (AcD), this includes academic progress in literacy (reading and writing), math, and social studies – including grades and standardized tests – better communication and social skills, and more friendships. Spending more time in the general AcD classroom was also associated with less absenteeism and referrals for disruptive behavior. This may be related to attitude - they have a higher self-concept, like school and teachers more, and are more motivated to work and study.

Their peers without disabilities also showed more positive attitudes in these same areas when they were in an inclusive classroom. They achieved higher academic performance in reading and mathematics. Research has shown that the presence of AcD offers new learning opportunities for non-AcDs. One is that when they serve as peer coaches, their own performance improves as they learn how to help another student.

Another is that because teachers take into account their diverse students with AcD, they provide instruction across a wide variety of learning styles (visual, auditory, and kinesthetic), which also benefits the average student (RODRIGUES, 2003).

Intercultural conditions: Links between culture and inclusion, EFA become global commitments, multicultural or intercultural education. Seasonal school training is aimed primarily at principals and other school council members, but also at teachers interested in school administration.

Effective school management is considered an essential element in creating an inclusive environment and a democratic process that involves all school actors. Using an experiential and game-like approach, participants will be able to derive the key characteristics of successful school management. Through case studies and practical tasks, participants will go through the process of developing a vision for an inclusive environment (RODRIGUES, 2003).

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