Psycho Educational Development Of Learners With Special Educational Needs

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Psycho-educational development for learners with special educational needs (SEN) involves understanding their unique cognitive, learning, and behavioral challenges, along with their strengths. It focuses on providing appropriate interventions and support to facilitate their learning and overall well-being. Inclusive education has become a significant policy for improving access to and the quality of education for children with special educational needs (SEN), who often encounter physical and social barriers hindering their access to education and entry into the labor market, which in turn is detrimental to the economic and social progress of a country (Filmer, 2008; Mitra and Sambamoorthi, 2008). Thus, the United Nations has declared "inclusive and equitable quality education" as the fourth 2030 Sustainable Development Goal, which aims to reduce the disability gap in education. Likewise, there exist international declarations like the Salamanca Statement in 1994 (UNESCO, 1994) or the Declaration of the Decade of the Americas for the Rights and Dignity of Persons with Disabilities 2016–2026 (OAS, 2018) that incorporate the principle of inclusive education to guarantee education for all.

Key Words: abilities, achievement, approach, development, education, learning, regular.

Introduction

There are different education approachesFootnote1 to ensure education for children with SEN, but the inclusive approach, unlike others, promotes equal participation of SEN students in regular schools by attending classes alongside same-aged non-SEN students (Dixon, 2005). Inclusive education goes beyond the placement of pupils; it refers to a unified system that receives all students regardless of their abilities or disabilities (Dixon, 2005). Under the inclusive approach, governments and schools should provide the means (i.e., physical and human resources) to reduce or eliminate physical, academic, and social hurdles faced by SEN students within regular schools (Dixon, 2005). Thus, inclusive education aims for social

cohesion and a less discriminatory education approach that helps enhance the human capital acquisition of children with SEN (Kiuppis, 2014).

Despite the efforts for an inclusive education agenda worldwide, children with SEN remain behind in education indicators such as years of education, school attendance, or academic achievement (Filmer, 2008; Rangvid, 2022). This raises concerns about the impact that placement of children with SEN in regular schools may have on the educational achievement of children without SEN since these children are also involved in the inclusive education system (Rangvid, 2019; Ruijs and Peetsma, 2009). In Peru, for instance, some teachers in regular schools as well as some leaders of deaf organizations, do not support inclusive education as they think it is detrimental for both SEN and non-SEN students (Goico, 2019; Peruvian Ombudsman, 2019). Nevertheless, there is little empirical literature focused on the effects of inclusive education not only on SEN students but also on non-SEN students, especially in developing countries that shelter a high percentage of people with disabilities (Olusanya et al., 2022).

PSYCHO-EDUCATIONAL ASSESSMENT:
- **Purpose:**
  To gather information about a learner's strengths and needs in order to understand their individual learning profile.
- **Methods:**
  Involves a range of assessments, including standardized tests of cognitive abilities, academic skills, and processing skills.
- **Outcome:**
  Can help identify learning differences, potential diagnoses, and the impact of disabilities on learning.

PSYCHO-EDUCATIONAL SUPPORT:
- **Interventions:**
  Focuses on providing tailored instruction, remediation strategies, and support to address individual needs.
- **Examples:**
  Reteaching information, using alternative teaching methods, breaking down tasks into smaller parts, providing additional practice, and individualized tutoring.
- **Goal:**
  To improve learning strategies, abilities, and skills, enabling learners to succeed in their education.

KEY CONSIDERATIONS:
- **Individualized Approach:**
  Psycho-educational support must be tailored to the specific needs and strengths of each learner.
- **Collaboration:**
  It requires collaboration between educators, specialists, and parents to ensure effective support.

- **Inclusion:**
  Promotes inclusive learning environments where all learners can participate and succeed.
- **Positive Outcomes:**
  Can lead to improved academic achievement, social-emotional development, and overall well-being for learners with SEN.
- **Parent Involvement:**
  Active parental involvement is crucial for supporting the psycho-educational development of learners with SEN.

In essence, psycho-educational development for learners with SEN is a process of understanding, supporting, and empowering individuals to reach their full potential through individualized interventions and collaborative efforts.

This paper, therefore, aims to fill that gap by using information from a developing country, namely Peru. It investigates the impact of inclusive education, quantified through the presence of students with SEN in regular classrooms, on the academic performance of their non-SEN counterparts. Analyzing the peer effects of inclusive education is of utmost interest for policymakers aiming to increase the presence of SEN students in regular schools, as policy implications should consider the effects on all children.

The present work provides three main contributions to the existing literature regarding peer effects in the context of inclusive education. First, we provide new evidence using unusual and rich data from a middle-income country. To our knowledge, there is only one study focusing on a developing country. Indeed, Contreras et al. (2020) analyze the Chilean case and find that placement of children with SEN in regular classrooms negatively affects the standardized test scores in mathematics and reading of their non-SEN peers, but it is neutralized when schools receive additional resources and specialized professionals. Nevertheless, Contreras et al. (2020) use panel data for students attending primary schools in two periods, 2007 and 2011, without including types of SEN. In contrast, we study children attending primary and secondary schools using cross-section data between 2011 and 2019 and disaggregate our analysis by types of SEN.

Our second contribution is to disaggregate our analysis by type of SEN. We are aware of two studies that use an overall indicator to reflect the presence of SEN students and disaggregate it by type of SEN. On one hand, Hanushek et al. (2002) examine two types of special educational needs: learning or emotional and speech; while, Ruijs (2017) examines four types: visual, hearing, physical or intellectual, and behavioral. In our case, besides evaluating the consequences of placing children with mobility, vision, hearing, and intellectual or learning disabilities in a regular classroom, we also evaluate the repercussions of placing children with autistic spectrum disorder in a regular classroom, which is a much less studied topic.

Finally, our third contribution is to explore the heterogeneous results of inclusive education on the non-SEN student population. Unlike previous studies, we explore the potential different impact of inclusive education between male and female non-SEN students. As most

reproductive work has traditionally been done by women (cf. Razavi, 2012), it could be argued that female non-SEN students are more likely to take care of or help SEN students, which in turn may influence their educational achievement. Our heterogeneity analysis also takes into account school characteristics like classroom size as well as mother's characteristics.

In our analysis, we take significant steps to mitigate potential biases stemming from endogenous classroom selection and the sorting of SEN students. We achieve this by focusing on schools with one class per grade level, which provides a more controlled setting for our study. Moreover, our dataset allows us to identify the class composition, which is vital for investigating educational peer effects. The classroom environment is particularly relevant, as classmates have a substantial impact on each other's educational outcomes, given their shared classroom experience throughout the school day (Balestra et al., 2022; Burke and Sass, 2013; Lazear, 2001).

By definition, inclusive education is about the child's right to participate and classroom's duty to accept that child. A great deal of research on inclusive education has focused on establishing the trustworthiness of the argument that classroom inclusion is beneficial to learners with disabilities. In this regard, several studies, including those by Brady and Taylor (1989), Snyder (1999) and Kavale (2002), have demonstrated that learners with disabilities benefit from classroom socially and psychologically with minimal negative effects. For many educators, however, as Davis (1989) aptly points out, classroom inclusion remains a leopard with several spots. While there seems to be sufficient beneficial social and psychological effects of classroom inclusion on learners with disabilities, little research focuses on such effects on learners without disabilities. In consequence, this study sought the insights of four teachers of inclusive classes on the social and psychological impacts of classroom inclusion on learners with disabilities and their peers without disabilities.

The inclusive education model aims to ensure supportive school environment so that successful socialization of children with special educational needs can be guaranteed. Meanwhile, apart from the social dimensions this pedagogy has psychological ones. What is meant are the subjective experiences of children with special educational needs who are included in the educational system. In this sense when the effectiveness of the inclusive education model is discussed, the psychological dimension of the problem should be had in mind, too. Inclusive education refers to a model wherein special needs students spend most or all of their time with non-special (general education) needs students. It arises in the context of special education with an individualized education program and is built on the notion that it is more effective for students with special needs to have said mixed experience for them to be more successful in social interactions leading to further success in life. Inclusion rejects but still provides the use of special schools or classrooms to separate students with disabilities from students without disabilities. Schools with inclusive classrooms do not believe in separate classrooms. They do not have their own separate world so they have to learn how to operate with students while being less focused on by teachers due to a higher student to teacher ratio.

Implementation of these practices varies. Schools most frequently use the inclusion model for selected students with mild to moderate special needs. Fully inclusive schools, which are rare,

do not separate "general education" and "special education" programs; instead, the school is restructured so that all students learn together. Inclusive education differs from the 'integration' or mainstreaming model of education, which tended to be concerned principally with disability and special educational needs, and learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. Special children are those who have a disability or a combination of disabilities that makes learning or other activities difficult. Special-needs children include those who have: Mental Retardation, which causes them to develop more slowly than other children. Speech and Language Impairment, such as a problem expressing themselves or understanding others. Physical Disability, such as vision problem, cerebral palsy, or other conditions. Learning Disabilities, which distort messages from their senses. Emotional Disabilities, such as antisocial or other behavioral problems.

The term special needs is a catchall phrase which can refer to a vast array of diagnoses and/or disabilities. Children with special needs may have been born with a syndrome, terminal illness, profound cognitive impairment, or serious psychiatric problems. Other children may have special needs that involve struggling with learning disabilities, food allergies, developmental delays, or panic attacks. The designation "children with special needs" is for children who may have challenges which are more severe than the typical child, and could possibly last a lifetime. These children will need extra support, and additional services. They will have distinct goals, and will need added guidance and help meeting academic, social, emotional, and sometimes medical milestones. Psycho-educational wellbeing consists of positive relationships with others, personal mastery, autonomy, a feeling of purpose and meaning in life, and personal growth and development. Psychological well-being is attained by achieving a state of balance affected by both challenging and rewarding life events.

As already alluded to, classroom inclusion is not, in its general application, necessarily just focused on learners with disabilities as is the case in this study. The purpose of this review of related literature is, therefore, to examine the potential social and psychological effects of classroom inclusion on learners with disabilities and their peers without disabilities. Lipsky and Gartner (1997) assert that the broad benefit of classroom inclusion resides in the strategy of designing supports which are built around innovative approaches to learning, differentiated instruction and curricular adaptations for every learner in the classroom. In this sense, classroom inclusion is also a philosophy which allows all learners to be valued and supported to participate in whatever they do. Advocates for classroom inclusion have, over the years, argued that classroom inclusion can be beneficial to all learners in a class, not just those with special needs. Mowat (2010), for instance, maintains that the long-term positive effects of classroom inclusion on learners without special needs manifest themselves in heightened sensitivity to the challenges that others face, increased empathy and improved leadership skills. However, critics of classroom inclusion argue that while the concept is philosophically attractive, it is impractical.

According to Lamport (2012), the social and psychological effects of inclusive classrooms on learners with disabilities and those without disabilities continue to produce positive results. Commenting on the same theme, Mowat (2010) asserts that classroom inclusion can be a

powerful tool to unify the learners with disabilities and those without disabilities. For Ntshangase et al (2008), social interaction in inclusive classrooms is important for the long-term general well-being and personal development of both learners with disabilities and their peers without disabilities. The main objective of the research paper is to study the positive effects of inclusive education on psycho-educational wellbeing of special children. The emphasis will be focused on to study school wise differences among special children on the variables-psycho-educational wellbeing.

Beliefs and Principles
 All children can learn
- All children attend age appropriate regular classrooms in their local schools
- All children receive appropriate educational programs
- All children receive a curriculum relevant to their needs
- All children participate in co-curricular and extracurricular activities
- All children benefit from cooperation, collaboration among home, among school, among community.
- Inclusive education is a way of thinking about how to be creative to make our schools a place where all children can participate. Teachers should teach in different ways or design their lessons so that all children can be involved. As a value, inclusive education reflects the expectation that we want all of our children to be appreciated and accepted throughout life. References Bell, J. (1993).

Globally, most psycho-education assessment studies have been based on examinations and grading, not on learning, even though the assessors claim that the focus of their assessments are to inform learning as outlined by White & McCloskey, Framework for the 2003 (National Assessment of Adult Literacy, 2015). The focus on funding, examination and grading, compromise the overall process of Psycho-educational assessment for learners with LD. Psycho-educational assessments are designed to provide greater understanding of a child's cognitive, learning, behavioral or social-emotional difficulties, to make informed treatment decisions. Psycho-educational assessment uses objective, standardized measures to determine the learners" cognitive ability (i.e., intelligence), to evaluate their information processing skills (i.e., memory, attention, graphomotor coordination, processing speed, executive function, phonological processing, etc.) and academic skills.

Certain tests will also aid in determining possible behaviour, social, emotional, and psychological diagnoses that could interfere with learners" education or relationships. The assessment might lead to a diagnosis or the results may necessitate more testing. The assessments are done in similar ways by all psychologists, but the choice of specific tests may differ. Usually, there is more than one psycho-educational test administered to ensure that all possible outcomes are determined or ruled out. Typically, a comprehensive report is written and a full disclosure of the results is provided to the parents by the psychologist.

Conclusion

There is mounting evidence that parental involvement paradigm is a major strategy that supports positive learning outcomes and is critically vital for educating learners with special educational needs (SENs). To illuminate parental involvement concept and potential in a concrete context, this paper review and analyse, 1) the empirical literature that explain the interaction between parental involvement, inclusive education and learners educational achievement, 2) synthesize findings that relates parental involvement paradigms with psycho-educational development of children, 3) uses both developmental ecological perspectives and Hoover-Dempsey and Sandler model (1995) to analyse and explain the interaction amongst parents' involvement, school ecology and student's academic success. Finally, findings reveals a strong and meaningful relationship between parental involvement and academic achievement and that parent's beliefs, expectations and experiences are important ingredients that support better learning outcomes for children.

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