



MANAGING PSYCHOLOGICAL ISSUES AMONG STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE CLASSROOMS

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Abstract

This study is a peer into the management of psychological issues associated with students with special needs in inclusive classrooms. It examines disability and inclusive practices. The ways special educators might adapt their classrooms for young children with special needs were reviewed to include: supporting kids with impairments by providing other seating options is a terrific idea; rearranging the classroom's arrangement, particularly concerning the furniture, may also make it easier for kids with special needs to move about, visual clutter on walls might assist minimise distractions for kids with ADHD or autism, exciting the senses through mild music or white noise; etc. A flexible learning environment could be created by ascertaining their requirements and abilities, supporting, constructing a make-believe world, developing ties with the family, creating a sense of community, permitting treatments, and giving lessons in small groups. However, the education barriers for all students were found to include: negative attitude of parents, inadequate transportation infrastructure, poor level of engagement with the community, negative attitude of the teacher, insufficient teacher training, inadequate backing, classes number, education obstacles, cultural divide and understanding of the inclusive education idea is lacking. The ways to overcome the barriers were found to include: participation in studies on disability, case-study in complete inclusion, education of teachers and establishing an inclusionary culture. The main advantages of inclusion are that all kids gain when inclusion is done well because they can utilise some of the extra assistance. Supporting and promoting diversity and inclusion in the classroom is effective because it gives all students the chance to succeed and fosters an environment where students with special needs do not have to be separated from other students. Inclusion tackles misperceptions and unfavourable cultural attitudes toward those with disabilities or those who belong to minority groups.

Keywords: Psychological issues, students, special-needs, inclusive, classrooms.

Introduction

In recent years, there has been a rise in the number of persons with impairments brought on by physiologic and environmental changes. Along with physical discomfort, people with special needs face several challenges in both their development and day-to-day activities. In particular, kids must deal with physical growth, mental despair, frustration, and social adaptability in a variety of difficult circumstances (Tolu, 2016; Tolu, 2016). Additionally, from early childhood through adulthood, people with disabilities face several obstacles in their development, participation in physical activity, and the entire educational curriculum. Wakket (2014) opined that in addition to physical challenges with everyday tasks, people with vision impairment also encounter several issues that may result in emotional seclusion, loneliness, alienation, and dissatisfaction. Wakket further argued that there are not enough educational possibilities to support healthy human development, reduce social isolation, and provide chances for people with disabilities to be properly integrated into society. Adebola (2017) discovered that despite these difficulties, elements that may help development, such as parental support, a supportive social environment, and an adaptable environment, can have a favourable impact on the psychological state of children with visual impairments. A strong national vision and social economy, in general, depend on the education of children with special needs in normal and special schools. These children's intellectual capacities, which are developed via secondary and

postsecondary education, enable them to contribute to the national economy and the global economy on par with their able-bodied peers with the same credentials.

This implies that when their psychological obstacles have been sufficiently removed, their education in either conventional or inclusive schools will undoubtedly provide a lot of advantages. If their psychological composition is in good standing, their contributions in the fields of academia, law, journalism, and other professions will have a significant influence on society's growth. Even while special schools work hard to provide excellent curricula and programmes for children with visual impairment and other types of disability, an inclusive environment will better educate special and general instructors to fulfill the academic and non-academic requirements of these kids. This can be a result of the diversified character of learners with special needs, who may face a variety of issues as well as psychological difficulties that need sufficient care and support and, in turn, lead to strong academic achievement and positive social interaction. However, because of the significant psychological difficulties that the family, school, and social systems provide, the majority of learners with special needs struggle academically. They also lack a few social skills, which may hinder their academic performance. Their academic performance may be hampered by a lack of social needs, such as strained interpersonal ties, loneliness, a lack of friends, a lack of a sense of belonging, etc. Numerous psychological obstacles must be overcome in life for students with disabilities, particularly in the primary and post-primary settings. This implies that they run the risk of detesting education and, as a result, ruining their prospects of going to college.

Disability is not a prerequisite for personality disorders. A youngster with a handicap is more likely to have maladjustment if this happens than not because of how society has seen him. In other words, a handicapped person's adjustment is determined by how society views him. Be aware, nonetheless, that a kid with a handicap has psychological difficulties due to severe neglect or overprotection, helplessness, tragedy, financial uncertainty, aversion to the dark, etc. A youngster with exceptional needs experiences all of these ostensible side effects of managing disability. According to Westly (2017), disengagement, excessive indifference, and suicidal thoughts constitute psychological difficulties. Among those who are blind, the aforementioned emotions may lead to worry, irritation, and maladjustment. This research will fill the gap by analyzing how psychological issues are handled when special-needs kids are in an inclusive environment. Depression, anxiety, poor self-esteem, loneliness, tension, and a sense of emptiness are among other psychological issues that may impact people with special needs in an inclusive environment. If not properly controlled or treated, these psychological difficulties will probably have an impact on these pupils' academic achievement.

Inclusive Practices

When we arrange our schools, classes, and courses to ensure that all of our children learn and engage in the same way, we are referring to inclusion. In addition to providing a safe space for all students, including those with learning disabilities, an inclusive classroom may also engage and challenge gifted and talented students by creating a more flexible learning environment. Respecting individuals from various origins and cultures also entails being inclusive. We can foster a far more accepting and understanding atmosphere not just in the classroom and school, but also in the larger society, by stressing to our kids the significance of this. An inclusive school or classroom may succeed when all kids feel like they are genuinely a part of the school community. Only by having frank conversations about differences, as well as by appreciating and understanding individuals of various ages, ethnicities, and talents, can this be accomplished. Everybody should feel appreciated in an inclusive atmosphere.

Implementing Special Needs-Friendly Educational Settings for Young Children

As a teacher, you are aware of the need of designing instructional techniques and activities that take into account the unique needs and features of young children. Children who have special needs in the classroom, such as those with learning disabilities, speech or language disorders, hearing or vision impairments, physical disabilities, Autism Spectrum Disorders (ASD), Attention Deficit Hyperactivity Disorder (ADHD), or other impairments, may require accommodations or modifications. Changing the classroom atmosphere to encourage more engagement from the students is one of the best ways to help kids with special needs. The following are a few examples of how you might adapt your classroom for young children with special needs, according to the authors of Themes for Inclusive Classrooms:

1. Supporting kids with impairments by providing other seating options is a terrific idea. Depending on the requirements of the specific kid, you may have them sit in a quiet corner of the classroom near you or a

peer buddy, or you can provide an alternate sitting choice (such as a K'Motion Stool) that will help them concentrate in class.

2. Rearranging the classroom's arrangement, particularly concerning the furniture, may also make it easier for kids with special needs to move about.
3. For kids with autism or ADHD, visual clutter on walls might assist minimise distractions.
4. To assist excite the senses, play mild music or create white noise continuously.
5. Children with hearing or visual impairments may benefit from lower classroom noise levels.
6. Children with autism or visual impairments might benefit from changing the lighting levels or brightening or decreasing the lights.
7. Children with physical disabilities or orthopaedic impairments might benefit from the adaptation of furniture by lowering seats, fastening desks, and setting up slant boards for writing assistance around the classroom.
8. For kids with cognitive delays, developmental delays, or orthopaedic issues, think about replacing the knobs on doors, shelves, coat racks, bag spaces, and puzzles with pegs.
9. Children may learn more effectively and participate more actively in class if their learning environment is accommodating and modified, but it is important to keep in mind that the best accommodations or changes to make will primarily rely on the particular kid and your teaching goals.

Creating a Flexible Environment

Children with special needs may study in the same classroom as classmates who are usually developing and their age in an inclusive setting. With schools attempting to mainstream their classes, this strategy is spreading more widely. Children of all abilities may study together with the correct foundation and support, even if an inclusive classroom needs numerous changes to meet the requirements of its students and qualified staff. A safe, joyful, meaningful, and inclusive atmosphere may be created by a variety of actions that all instructors can do. Inclusion in the classroom is discussed in this article using those general, all-purpose examples.

1. Ascertain your requirements and abilities: Recognising the skills and requirements of each special needs kid Include in the evaluation all those who are acquainted with the pupil. These people might be the parents, the therapist, or a previous instructor. You may adapt your teaching strategy to the kid's requirements and learning style by developing a better understanding of the youngster.

2. Supporting: This will aid in the development of a successful Individualized Education Plan (IEP) for the special-needs student. You have the power to inform the other therapists as well as the school board about the child's skills and areas for improvement as a teacher. An IEP describes adjustments for the child with special needs to operate in the classroom, outlines the requirements, establishes objectives for the child, and locates the resources that will help in putting those goals into practice.

3. Construct a make-believe world: Create the ideal teaching staff for the classroom. Having a general education teacher, a special education teacher, and teacher assistants present in the classroom at all times while collaborating to accomplish a shared objective is the most successful way to educate special education students in an inclusive setting.

4. Develop ties with the family: Relationship-building with the family Parental support for a kid's education outside of the classroom and important knowledge about the youngster are two things that parents may provide. For each special needs kid, make a notepad so that instructors and parents can communicate and exchange ideas.

5. Create a sense of community: Construct a feeling of neighbourhood. Making special-needs children feel like they are a part of the community may be achieved by giving each kid a task and giving each child a chance to speak during circle time. They will feel more confident as a result of being able to engage in the same activities as their peers who are generally developing.

6. Permit treatments: Permit for treatment to occur in the classroom. Since these children do not need to be removed from the classroom, having part of their treatment sessions in the classroom supports the inclusion idea for those special-needs kids who need it. This is a fantastic approach for teachers and therapists to collaborate when it comes to teaching the kid so that what they learn in therapy may be applied to their academic work.

7. Give lessons in small groups: Small-group instruction It is possible for the special-needs kid to engage with his classmates and get the attention required to finish the work by setting up centres with a variety of activities and teachings.

Education Barriers for All Students

The following are the problems and difficulties in putting inclusive education into practice:

1. **Negative attitude of parents:** Support from the parents of children with disabilities is crucial for the implementation of inclusive education to be successful. The implementation of inclusive education may be hampered by some parents' reluctance to send their disabled children to school.
2. **Inadequate Transportation Infrastructure:** A platform for inclusive education is one where the learning environment is both physically accessible and welcoming to many groups. The availability of transportation services for special kids is crucial to the effective implementation of inclusive education. However, a lack of such resources restricts their ability to get an equitable and dignified education. It is one of the difficulties of inclusive education as a result.
3. **A Poor Level of Engagement with the Community:** Strong government coordination with local communities, NGOs, and the state is necessary for inclusive education. Local government, however, is very underfunded; they lack the free time and resources to live out inclusive beliefs. One of inclusive education's difficulties is this.
4. **Negative attitude of the teacher:** In inclusive education, teachers are crucial. It is difficult to include handicapped and marginalised students in the classroom due to instructors' unfavourable views toward them, and this poses significant obstacles to inclusive education.
5. **Insufficient teacher training:** Many instructors never get training on how to instruct students with disabilities or how to instruct students in a child-friendly, engaging manner in general. The effective implementation of inclusive education depends heavily on the instructor. Lack of appropriate education, training, and expertise necessary to fulfil the intended goals of teaching,
6. **Inadequate Backing:** Implementing inclusive education involves this problem as well. The assistance comes in the form of financial assistance for inclusive education. Without funding, it is impossible to implement a programme for inclusive education. Funding is a significant barrier to the practice of inclusion. Inadequate financing may prevent experts and classroom instructors from receiving continual professional development that keeps them informed of the most effective techniques(UNESCO, 2009a; 2009b).
7. **Classes' number:** Giving each student individual attention in a big class is challenging. 50 to 60 students make up a typical class size. Additionally, working with special-needs or disabled children presents challenges for teachers.
8. **Education obstacles:** Implementing inclusive education is also hampered by the school issue. The lack of suitable facilities is caused by insufficient school funds. The implementation is hampered by inaccessible school facilities, high pupil-to-teacher ratios, and insufficient assistance for kids with impairments. The main disadvantage of adopting inclusion is the lack of knowledge about impairments among teachers and school workers.
9. **Cultural divide:** People in the community may have negative views toward people with disabilities because of cultural and religious beliefs. For instance, some people may see disabilities as a kind of retribution. According to UNESCO, the biggest obstacles to inclusion are social rather than health-related.
10. **Understanding of the inclusive education idea is lacking:** It is one of the major difficulties, or hurdles, in putting inclusive education into practise. The idea of inclusive education is often misunderstood and misinterpreted. The biggest obstacle to inclusion is thus a lack of knowledge about how impairments are socially construed. Therefore, based on the discussion above, it can be concluded that obstacles to inclusive education may come from a variety of sources, including mental barriers, reluctance to adapt, restrictive school structures and learning environments, etc. With a few of the extra concerns, we may sum up the challenges or difficulties in inclusive education.
 1. Inflexible school curriculum
 2. Inappropriate communication
 3. Not enough room for everyone to learn
 4. The government's lack of responsibility
 5. Generalizations about people and cultures
 6. Not knowing about the services in the area
 7. got the idea of inclusive education wrong
 8. There are not enough qualified teachers
 9. Non-involvement of parents.
 10. People with disabilities do not get enough attention.

How to Overcome Inclusive Education Barriers

To understand the path towards inclusive education, there should be strong coordination between the government, NGO communities, and the involved organisations to address these implementation-related challenges. All children are welcomed into general or regular schools without distinction via inclusive education. The proposed actions or remedies for the problems with inclusive education are listed below.

1. Participation in studies on disability: The myth regarding inclusive education must be dispelled to create an inclusive culture. People with disabilities should be involved in studies and made aware of the value of such research at all levels of the educational system to overcome this barrier of ignorance about inclusion.

2. A case study in complete inclusion: As was already mentioned, one obstacle to implementing inclusion is the unfavourable attitude of teachers and parents toward special needs kids. As a broad-based policy for the education of all children without any form of discrimination, inclusion in the form of a complete inclusion model should be adopted.

3. Education of Teachers: to dismantle the obstacles to inclusive education. Priority should be given to pre-service and in-service teacher education for teachers, subject teachers, and other school staff members who are involved with the kids to provide them with the information, skills, and attitudes required for working in an inclusive environment.

4. Establishing an Inclusionary Culture: The attitudes of individuals who are around children with special needs must alter to eliminate the obstacles or difficulties to inclusive education.

5. A culture of inclusion must be established to change this: The problems with inclusive education may be solved in a variety of ways that are suggested, which may aid in removing inclusion-related obstacles by fostering effective teamwork, inclusive policies, bettering transportation infrastructure, adaptable curricula, improvised strategies for inclusion, etc. helps to address issues with the implementation of inclusive education.

Main Advantages of Inclusion

All kids gain when inclusion is done well because they can utilise some of the extra assistance. Supporting and promoting diversity and inclusion in the classroom is effective because it gives all students the chance to succeed and fosters an environment where students with special needs do not have to be separated from other students or treated as the "other"; rather, they are treated as fellow students. Inclusion tackles misperceptions and unfavourable cultural attitudes toward those with disabilities or those who belong to minority groups.

Conclusion

This study examines how psychological problems involving students with special needs are handled in inclusive classrooms. It examines inclusive practices and disabilities. It is good to support children with disabilities by offering alternate seating options; rearranging the classroom's layout, especially concerning the furniture, may also make it easier for children with special needs to move about; minimizing visual clutter on walls may help children with ADHD or autism minimize distractions; stimulating the senses through mild music or white noise; etc. Determine their needs and talents, provide support, build a pretend world, establish relationships with the family, foster a feeling of community, allow therapies, and teach in small groups to create a flexible learning environment. However, it was discovered that the following factors contributed to the education barriers for all students: poor parental attitudes, inadequate transportation infrastructure, low levels of community engagement, poor teacher attitudes, inadequate teacher preparation, insufficient support, and the sheer number of classes, educational barriers, cultural disparities, and a lack of understanding of the inclusive education concept. The following strategies for removing the obstacles were identified: taking part in studies on disabilities, studying entire inclusion cases, educating teachers, and fostering an inclusive culture. The key benefits of inclusion are that when it is done correctly, all children benefit because they can make use of some of the extra help. Because it provides every student with an opportunity to flourish and fosters an environment where students with special needs do not need to be isolated from other students, supporting and promoting diversity and inclusion in the classroom is beneficial. Misperceptions and unfavourable cultural attitudes about people with disabilities or those who identify as minorities are addressed through inclusion.

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