

# Role and Functions of Special Teacher to Special Education Children

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## ABSTRACT:

As a special educator you will come in contact with and be responsible for the educational needs of children with a wide range of disabilities. These children will also require a variety of different services, modifications and accommodations in their educational experiences. Education is a powerful instrument of social change, Development and often initiates upward movement in the social structure. There by helping to bridge the gap between the different sections of society. Objectives: This study focused on the education of children with disability by examining the challenges faced by teachers who teach disabled children and how they try to overcome these challenges. There have been faced many problems in teaching children with multiple disability in SSA Schools of Patna District. Method: The present study is descriptive in nature and based on interview schedule method. The study involves both primary and secondary data. Results: The Study reveals the findings are Lack of support, Lack of Special Educator, Lack of parental involvement, Lack of resources, Excessive paper work.

## Keywords:

Education, Disabled, Children, Special Educator, Teacher

## INTRODUCTION

The educational scene in the country has undergone major changes over the years, resulting in better provision of education and better educational practices. Disability is an impairment that may be physical, cognitive, intellectual, mental, sensory and developmental or some combination of these that results in restrictions on an individual's ability to participate in what is considered "normal" in their everyday society. A disability may be present from birth or occur during a person's lifetime. In India a learner with SEN (Special Education Needs) is defined variously in different documents.

Special Educators are service providers are currently attempting to understand and define their roles, certification requirements and responsibilities under changing and sometimes inconsistent regulations.

Since the early 1990s the movement to have education for all was launched at the World Conference that involved various international organizations such as UNESCO, UNDP, UNFPA, UNICEF and the World Bank. The main plan for the conference was Education for all in the whole world. It has always been referred to as part of the global education for all scheme as a new education example and as an educational improvement goals to make our societies inclusive. The education should improve teachers who teach children with disability and also make awareness in the society to accept children with special educational needs. Therefore there is a need to introduce complete special needs education in all teacher expert development

programs. However, children with disability need extra care in terms of curriculum adaptation, teaching methods, and availability of teaching and learning materials, assistive technology, assessment systems, as well as resources and funds for more assistance in adapting the school environment.

Knowledge of each type of disability and the specific needs of the children with that disability are essential if they plan to be or are already involved in the field of special education. The various categories of disabilities are clearly defined in the Individuals with Disabilities Education Act of 2004. These include:

- Deaf-blindness
- Autism
- Emotional disturbance
- Hearing impairment (including deafness)
- Mental retardation
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury or
- Visual impairment (including blindness)

The special education teacher can be assigned to a variety of different educational situations. The varying educational roles of a special education teacher are described in this course.

## Role and Functions of Special Education Teacher

This role would involve working with a certain number of disabled students in a special education setting. This type of setting allows for the use of mainstreaming, the

involvement of a disabled child in a general education classroom for a part of the regular school day, as an educational tool when a student is ready for this type of transitional technique. The teacher in a self-contained classroom is usually assisted by a teaching assistant.

**The resource teacher in a categorical or non categorical resource room:** This type of role necessitates close involvement with each child's homeroom teacher and the transfer of practical techniques and suggestions to facilitate the child's success while in the general education setting.

**An educational evaluator on the Child Study Team (CST):** The CST is a school based support team that discusses and makes recommendation on high-risk students. The role of an educational evaluator on this team requires a complete and professional understanding of testing and evaluation procedures, and diagnosis and interpretation of test results.

**A member of the IEP Committee:** This role involves interpreting educational test results, making recommendations, and diagnosing strengths and weaknesses for the Individual Educational Plan, a list of goals, needs and objectives required for every disabled student.

**A member of a multidisciplinary teaching team educating secondary students in a departmentalized program:** This type of program is fairly new to secondary schools where the students with a disability follow a departmentalized program like other students but all their classes are taught by special education teachers.

**A consultant teacher:** This is a special education teacher assigned to work with a child with a disability right in the mainstreamed class. There are times when the IEP Committee may decide that it would be in the best interests of the child to receive services within his/her own classroom rather than leave to go to a pull-out program like a resource room.

**As a private practitioner:** In this position you would be involved with the evaluation and remediation of children as an auxiliary service after school. In this capacity the special education teacher provides evaluation and remediation services for children with disabilities in addition to those provided by the district.

#### **Rational of the Study**

This Research is on Role and Functions of Special Educator for developing the disabled children's education. It is a big challenge to Special Educator for developing the educational knowledge of different types of disabled children.

They are facing so many hurdles to provide them a good knowledge and good education. Lack of Special Educator and they are being 1:15 in ratio. It shows that

teaching the subject to differently able children in different types in not so easy. Lack of time, Scheduling the periods are the big drawbacks for developing the education for disabled children. Thus their right to access education is very often dishonored and denied. Children with disabilities who wish to achieve financial and personal independence need to be able to access post-secondary education and overcome many academic barriers. Therefore the above stated problem encouraged the researcher to study the contribution of Special Educators for the development of disabled children's education.

#### **Review of Literature**

Singh (2003) reported 3 to 4 percentage of children with special needs. Had contact to education with or without support facilities and Mukhopadhyay & Mani (2002) assumed that only one percentage of children with disabilities in the 5-15 age groups had access to education.

A Recent World Bank Report (2007) highlighted that 38 percent of the children with disabilities in the age group 6-13 years are out of school. Irrespective of the estimate, in India the fact remains that a majority of children with disabilities do not have access to education. It further notes that the Rehabilitation Council of India takes the figure of 30 million children with disabilities as the best evaluation. There are noted differences related to education of children with disabilities.

#### **Objectives of the Study**

The present study focuses on the following objective.

- To explore the role and functions of Special Educator to improve the education of children with disabilities.
- To find out the challenges, approaches and methods of teaching used by Special Educators to Special Education children

#### **Methods**

The Study focuses on disabled children's education improvements and their developments. The present study is descriptive in nature and based on interview schedule method. The study involves both primary and secondary data. SSA schools are located throughout Patna Bihar. It divided into four blocks in each blocks there is an SSA schools among that universe was selected. The Study focused critical case studies also. Sampling design SSA Schools are existing in all four blocks at Patna City. Among that city block was chosen through lottery method for the study. It consist Fourteen Special Educators. Three Special Educators selected randomly.

#### **Sample Design**

**Table 1**  
**SSA schools selected in Patna**

S.N	District	No of Blocks	Block chosen for the study	No of SSA Schools under City Block	Total No. of Special Educator
01	Patna	04	City Areas	14	14

**Procedure of Data Collection:** The data collection was done by the researcher with consent. The Researcher met each and every Special Educator in person to collect relevant information. The responses from the Special Educator were encouraging and they answered all the questions asked by the researcher. The respondent's extended whole hearted and complete co-operation as the interview method.

**Limitations of the Study**

- The Study not covered all Special Educators in city block.
- Special Educators of City block SSA Schools were selected. Among fourteen Special Educators three have been chosen for the study.

**The Study describes the cases as follows.**

**Special Educator A1:**

Special Educator A1 had been teaching the longest with twenty years of experience in Special Education with B.ED and M.ED in Special Education. A1 felt powerfully the recently implemented inclusive education in school was leaving many students with special needs behind. In teaching side, IQ level of Visual Impairment student has high when compared to other Special Children.

A1 has to prepare charts, diagrams of animals, shapes etc for learning. Mathematics is very difficult to teach. For HI is little bit easy to teach by sign language. But for VI A1 has to teach step by step by preparing shapes for Graphs and Geometry by using Terrain sheets. There are no difficulties and problems while teaching because they know about the job and did training for this Special Education before teaching has to understand ability, IQ level and problem Special Children facing while learning.

According to special children need teaching method will differs. Assistive technology used rarely because of less time and more children. Some of the parents are co operating for teaching and made their homework in home also. In the school there are two Special Educators for twenty students in the ratio of 2:20. Teachers are less in number to handle multiple disabilities. A1 marked that Special Educator can handle both normal and Special children. But normal teacher can't do it. Special Educator has to recognize by government and others private and private aided schools.

**Special Educator A2:**

Special Educator A2 had been a teaching experience for twelve years and working at SSA School. A2 finished B.sc and B.Ed double major in Special Education. While compared to maths theory is easy to teach the Special Children, particularly differentials and

Integrations in maths are difficult. Subjects and their lessons are equally allotted to both Special Children and Normal Children. By handling multiple disabilities for teaching time consumption is not enough to take each subject. A2 make the Special children to get 50 marks out of 100 is easy and make them to obtain more than 50% is little difficult. All Disabled Children have given additional 30 minute for finishing up their exams. In A2 School Assistive Technology devices are least. Government providing free Braille book for Visually Impaired Students, at the same time they stopped providing notebooks and books to the Special Children. Mostly Visually Impaired and Hearing Impaired Special Children attaining degree level and government allotted Special quota for the Special Children. Mentally Retarded children taught basic skills and Vocational training to lead the life. In normal School they are having Separate teachers for each subject, but in SSA Schools one Special Educator handling multiple Subjects for multiple disabilities. Parents have the equal rights in their children Education but some the parents are not accepting the problem of the children. Diploma holders do not have ability to teach multiple Special Children and its leads to lack of education. A2 described the Students as being more aggressive and physically active than those in previous years.

**Special Educator A3:**

Special Educator A3 had been teaching for ten years. A3 is handling the students of primary education (1st to 8th STD) in SSA school. A3 finished B.Ed and M.Ed and extra two years training course for Special Education. First A3 fix the problem of the students whether the problem in the class or problem with being bullied or problem at home. A3 use different methods for multiple disabilities. In a week A3 has to handle ten SSA Schools by shift wise. A3 is handling twenty Six Students in SSA School alone. Because of shift duties Special Educator have more hurdles and pressures to teach the children. Due to lack of time Special Educator asked the parents to guide their children for preparing objects, diagrams. For A3 have eight years experience in same school and because of the government rules Special Educator has facing so many hurdles to teach the Special Children. If A3 went to another SSA School in afternoon means the Special Children have to sit along with normal Children. It may create absence and routine Special Educator in School even though Inclusive Education in followed by the School. It is a big drawback to provide a valid education to Special Children, this what the Special Educator feels. For this problem each School wants 1:8 ratios in Special education. Assistive Technology devices are available

in limited. Governments have to provide separate devices, resources for each Student. Governments have to introduce separate schemes and policies in Special

education for both Special educator and Special Children.

**Table 2**  
**Characteristics of the Respondents**

Special Teacher	No of Students handling by SE	Working hours per day	Teaching Experience
1	20	8	20
2	18	9	12
3	23	8	10

**Table 1-** summarizes characteristics of the Respondents. All three were data ranging in age from 27 to 40 and had earned a Master’s degree in special education. They had been teaching a minimum of 8 years as a Special educator. Collectively they had a caseload of 61 students described. Working hours are similar to normal and Special Education teachers.

**Findings:**

The Special Educators in today’s schools plays a very critical role in the proper education of extraordinary students. The teacher is unique in that he or she can fit many different roles in the educational environment. However, each of these separate roles involves a variety of responsibilities and functions. Understanding these responsibilities can only help the special educator become more familiar with the role and increase the chances for success. The Roles and responsibilities of special education teachers should be clearly defined and these roles should explain the difference among being a common education teacher and a special education teacher. The Study reveals the findings are Lack of support, Lack of Special Educator, Lack of parental involvement, Lack of resources, Excessive paper work.

**Suggestions:**

- The special schools can improve the effective climate by increasing the learning equipment and other resources
- Special Educators should be motivated with good or sufficient income and encouragement or career development
- The student-teacher ratio should be reduced to 1:4 or 1:5.

**Conclusion:**

The present study was concluded that “Special Educators Role and Functions for Special Education Children”, Government gives job opportunities to Special Educator and considered them for better improvement of society well being. Special Children futures are decided by Special Educator. Special Educators are the back bone of the Disabled Children. The role play in special education, there is always a need to be able to fully understand symptoms, causality, evaluation, diagnosis, prescription and remediation as well as communicating vital information to professionals, parents and students. Special Education

is also carried out with better improvement through Government support.

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