

HOW AND WHERE SPECIAL EDUCATION BEGAN

Definition of Special Education

- The term originally referred to Education designed exclusively for children for whom the normal or regular teaching was not suitable. With the call for inclusive education, the term refers to

“specially” designed instruction
**that meets the unique needs of a
child with disability/special
educational need (SEN).** (that is
special techniques of teaching employed in a
mixed class)

REQUIREMENTS

- **Special Materials/Equipment,**
- **Teaching Techniques & Methods,**
- **Curriculum (modify/adapt)**
- **Accessibility in all forms
(infrastructure etc.)**

- **The whole point of Special Education is to ensure that learners with SEN/disabilities receive appropriate education.**

DEFINITIONS OF TERMS

CLASS ACTIVITY

- Impairment
- Disability
- Special Educational Needs
- Special Education
- Special school
- Integration/Mainstreaming
- Inclusive Education

DEFINITIONS OF TERMS

- **Impairment:** This refers to any loss or damage to a body part, organ, or system that can be temporary or permanent and can result from accident, disease, genetic factor or other causes.

Disability

- A physical or mental condition that limits a person's movements, senses or activities. (the condition is permanent or likely to be permanent)
- **WHO def:** is a difficulty in seeing, speaking, hearing, writing, walking, conceptualising or in any other function within the range considered normal for a human being.

Difference Between Disability & Impairment

- **Impairment** refers to a problem with a structure or organ of the body;
- **Disability** is a functional limitation with regard to a particular activity

Special Educational Needs(SEN)

- Refers to conditions, barriers or factors that hinder normal learning and development of individuals. These conditions may include disabilities, social, emotional, health Or political difficulties.

LEARNERS WITH SEN

Learners who have SEN are those who have learning problems or disabilities that makes it harder for them to learn than most learners of the same age. **NOTE:** They may have problems with :

- schoolwork,
- communication
- Behaviour etc.

GROUPINGS OF DISABILITY/SPECIAL EDUCATIONAL NEEDS

- Visual Impairment
- Hearing Impairment
- Physical disability
- Learning disabilities/difficulties
- Emotional and Behavioural Disorder
- Other Health Impairments
- Gifted and Talented **etc.**

RANGE OF DISABILITY/SEN

- The degree of disability/SEN is not the same for everybody. It ranges from **mild, moderate, severe and profound.**

FACTORS CAUSING THE DISABILITIES/SEN

Causes are many and varied. They fall into three categories namely:

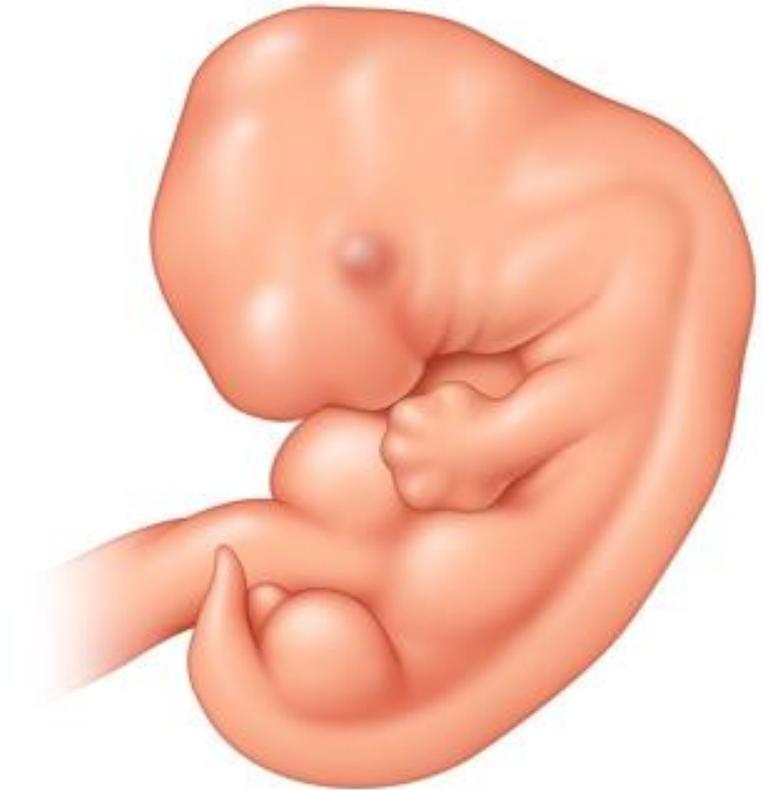
- ❖ Genetic
- ❖ Environmental
- ❖ Unknown

Three Categories

- **Genetic Factors:** are those inherited by the child from one or both parents
- **Environmental Factors:** these are factors associated with illness, infections and etc. at various stages of the child's growth
- **Unknown Factors:** These are the unknown factors that cause disabilities

TIME AROUND PREGNANCY AND AFTER BIRTH - STAGES

- Fetal development
(foetus) -1st Trimester



1. PRENATAL (before birth)

a) Infection of mother during pregnancy

- influenza

- rubella (German measles) –first three months of pregnancy –very critical

b) Exposure to radiation

- it is important for mothers to declare their pregnancy when they are to be x-rayed. Fortunately there is available technology that can be used for expectant mothers other than x-ray

Causes cont.

c) Drugs

- Certain drugs are teratogenic (an agent or factor. Causing malformation of an embryo) Not all drugs are safe during pregnancy. It is important to weigh the benefits of administering a drug against its potential or known hazards to the unborn baby. (This is the domain of the medical profession)

d) Genetic factors

- the genetic information and its constitution must be correct for the development of the unborn baby to succeed. Any disruption of composition and /or arrangement of the genetic units (chromosomes) will lead to congenital abnormalities accompanied by disability.

e) Nutritional Deficiencies

2. INTRANATAL (peri-natal) (during birth)

- trauma to baby's head during delivery...

(1. Application of instrument or excessive pressure to the baby's head). This can cause trauma of the brain with resultant damage to the brain)

2. Prolonged birth/labour - uterine contractions can cause distortion of the baby's head.

...Whenever the length of labour exceeds 18 hrs in the primiparous (primipara – 1st child) multipara 2nd child and others (multiparous) is around 12hrs.

3. Short labour (the baby's head is forced too quickly and that may cause trauma to the head and the mother) etc.

Difficult Labour

-**Difficult labour** – 1. **breech birth** (buttocks first – may cause respiratory problems.
- 2. **big head**- not easy to come out etc.

Causes cont.

- **shortage of oxygen to the mother or baby**
- **drugs** ... administration of certain drugs during delivery should always be backed by good efficient resuscitation measures, e.g. anaesthetic drugs
-

(3) POST-NATAL (after birth)

- **If a child did not cry** – (a child must cry- lungs expand/open up so that he child breathes normally. If not, in 5 minutes, the brain gets damaged)
- **trauma to the head** regardless of the cause
- **epileptic disorders** especially if not under control by treatment.

Causes Cont.

- **Infections...** meningitis, poliomyelitis, etc.
- **Poor nutrition ...** Vitamin A deficiency can lead to blindness
- **Immunological - myasthenia gravis**
(progressive weakness of the skeletal muscles)
- **Accidents/injuries**
- **causes that remain unknown/ miraculous** (60 - 70% of the causes remain unknown)

HISTORICAL AND CULTURAL BACKGROUND

(A) Period of Exclusion/Neglect

- Disability is a “punishment of the gods”
- Were eliminated (killed) because they were considered to be bad luck
- e.g. children with disability were thrown into the forest to die (in Chinua Achebe’s – Things Fall Apart),
- left on hills to die, thrown off cliffs etc.

Historical and cultural background cont.

- Those who were allowed to live were ignored by the society
- They were hid in houses/locked away because they were considered as a curse
- Most of them grew up without any skills and worked as servants

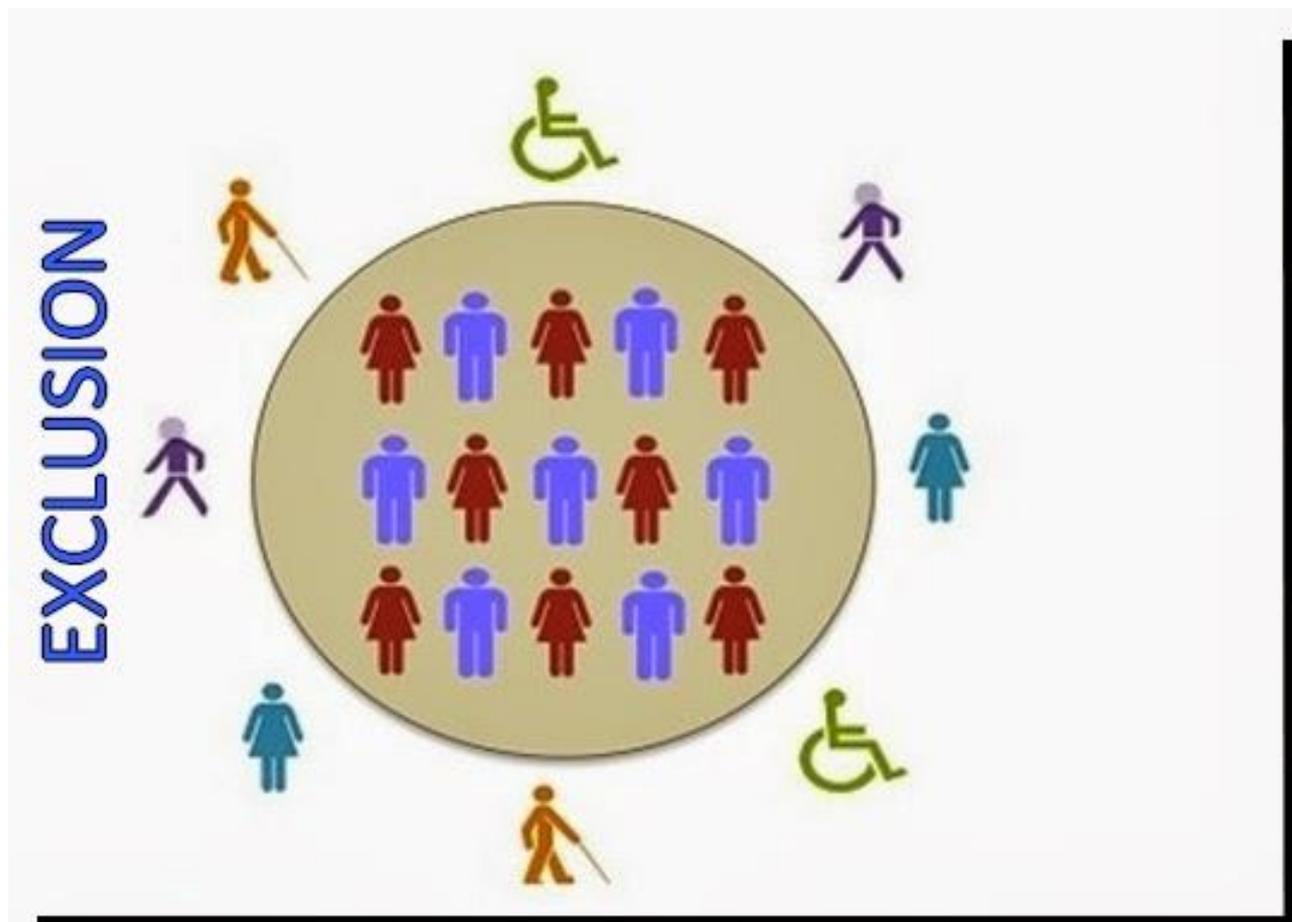
background cont.

- Used as servants
- Dwarfs were used as clowns
- OT - God create man in His own image- but disability was said to be “an impurity”
e.g a person could not approach sacred places e.g lepers

EXCLUSION



EXCLUSION



background cont.

- **Jean Marc Gaspard Itard(1775 – 1838):**
Researcher who found 10 year old boy – Victor
- is the person to whom most historians trace the beginning of special education as we know it today.

SPECIAL SCHOOLS

(B) Period of Segregation

- Around 1900 in the US special schools were introduced for learners with physical disabilities
- Society realized that children with disabilities were capable
- **But** these special schools led to the isolation of children with disabilities from the general society.

Special School

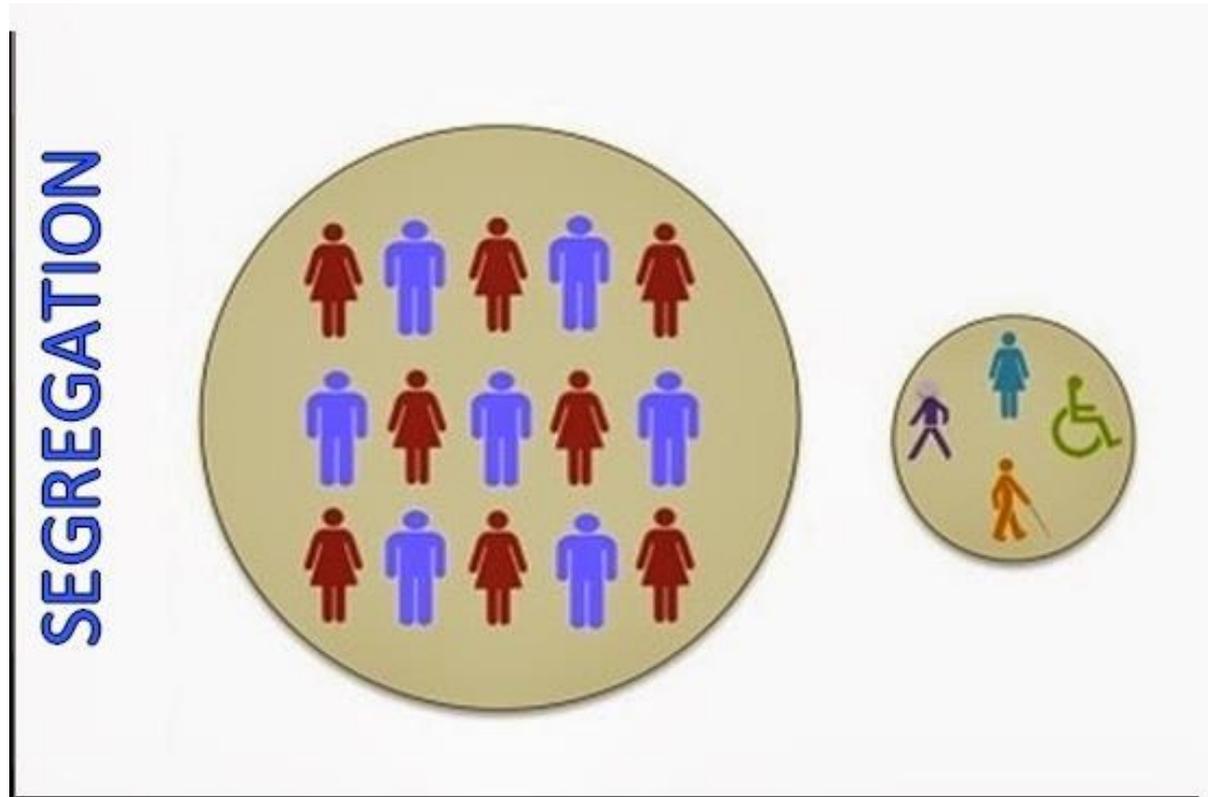
- A **school** specifically made for students with disabilities or other problems that need special treatment.
- **Special schools** are usually specifically designed, staffed and resourced to provide appropriate **special education** for children with additional needs.

ADVANTAGES- SP. SCHOOLS

Disadvantages of Sp. Schools

- Offered inferior Edu. As compared to non disabled
- Most of these institutions were residential schools
- Teachers trained only on one particular area of disability etc.

SEGREGATION



PERIOD OF INTEGRATION

- Around the **1960s** there was a general call for the **integration** of the *learners with disabilities in mainstream schools to enable these children to live and study in a regular classroom environment.*

INTEGRATION

Move to stop segregation of children with disabilities was around the mid 1960s due to:

- Broad **rights** movement in society towards **'normalization'**

- people with disabilities should have the same access to the same opportunities and options as everybody else),

INTEGRATION DEF.

- Participation of learners with disabilities/SEN in ordinary/regular schools with their non-disabled peers without necessarily making changes in the curricula provision or the learning environment.

TYPES OF INTEGRATION

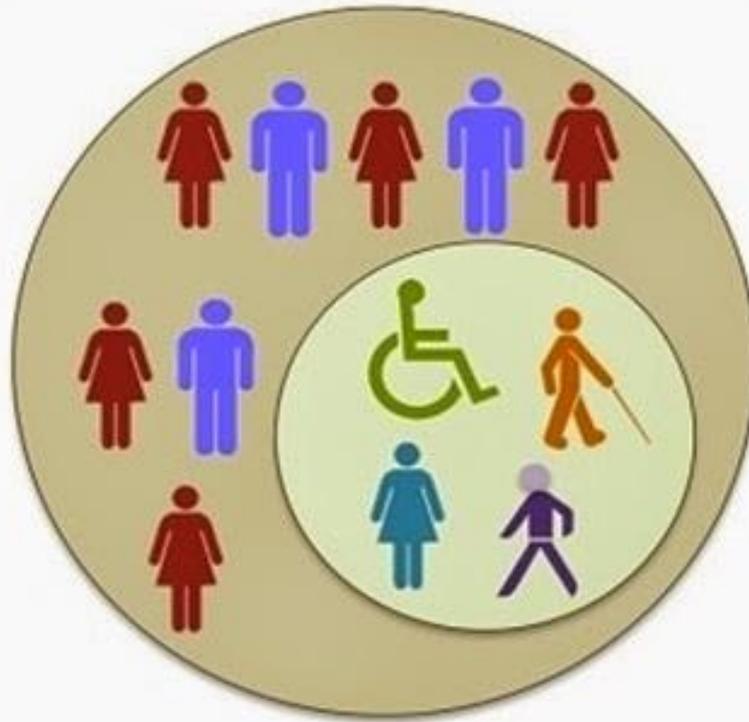
- **LOCATIONAL INTEGRATION** - school located on the same grounds in the ordinary school but learn in different classes
- **SOCIAL INTEGRATION** - enjoy contact with non disabled peers only outside class activities e.g. sports, lunch etc.
- **FUNCTIONAL INTEGRATION** - learn together with their peers with minimal or no support

Advantages of Integration

Disadvantages of Integration

INTEGRATION

INTEGRATION



INCLUSION PERIOD (1990s)(Social Model)

- Inclusion **enable full participation of learners with disabilities and non disabled peers in the same class with full support and access to curriculum and environment**

INCLUSION DEF.

- This is educational provision that ensures that all children including those with SEN and disabilities receive appropriate educational services within their neighbourhood schools

INCLUSION

It involves the process of:

- Increasing the participation of students with disabilities in, curricula and communities of local schools;

INCLUSION CONT.

- restructuring the cultures, policies and practices in schools so that they respond to the diversity of students' needs;
- accepting diversity as normal and as a rich source for all students;
- responding to the diverse needs of all students;

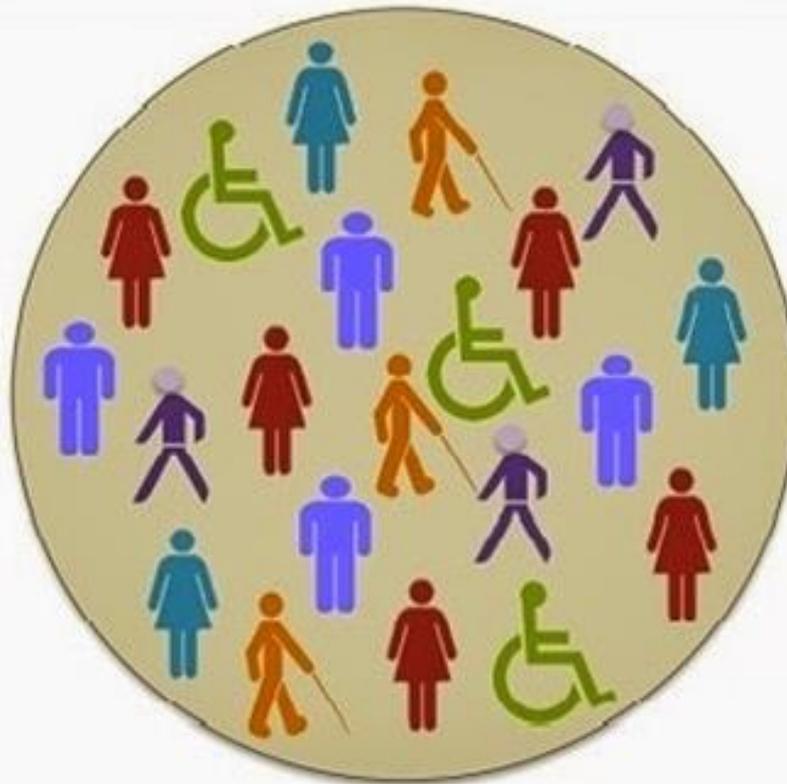
- accommodating both different styles and rates of learning;
- ensuring the quality of education to all students through appropriate curricula, support and teaching strategies;
- accepting that inclusion in education is one aspect of inclusion in society.

ADVANTAGES OF Inclusion

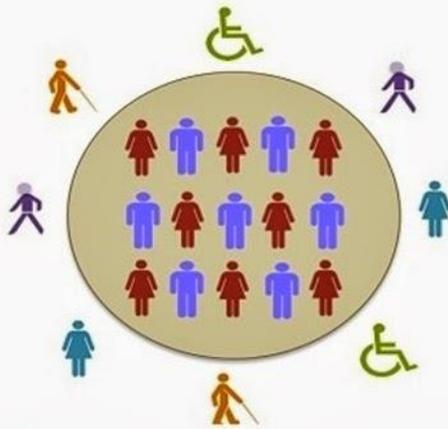
Disadvantages of Inclusion

INCLUSION

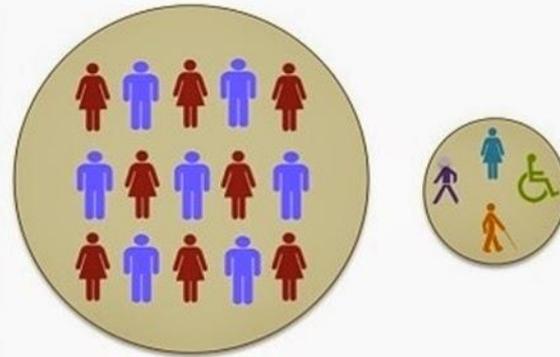
INCLUSION



EXCLUSION



SEGREGATION



INTEGRATION



INCLUSION



HISTORY OF SPECIAL EDUCATION- IN LESOTHO

- **Prior to 1987-** NGOs, Churches, Volunteers

In 1987, MOET:

- 1. Commissioned a consultant, **Professor Marg Csapo** from Canada to:
 - a) **undertake a study and**

History cont.

b) Devise guidelines on Special Education in Lesotho.

and

- Emanating from Csapo's 1987 report and

- the momentum generated by the world conference on Education for All,
- as well as other important international declarations,
- and in view of the pressing need to reach all children,

History Cont.

(a) MOET established the **Unit of Sp. Edu. to provide education and care** for children with SEN/disabilities

(b) The process of **policy development on Sp. Edu.** began.

Policy

- In 1989/90, in MOET Operational Plan, appeared the general policy statement regarding Special Education

UMBRELLA POLICY STATEMENT

“MOET will promote the integration of children with SEN/disabilities into the regular school system at all levels to enable them to acquire appropriate life skills and edu.”

POLICY STATEMENT

- That relates to **LCE** reads thus:

“MOET will ensure the inclusion of Special Education programme into the PTC(DPE) and STC(DSE) programmes of NTTTC(LCE), to ensure that the curriculum prepares the teacher for the total development of children.”

Other Developments - Education of Learners with SEN

1. LANGUAGE POLICY - MoET

- In January 2019 MoET introduced The Lesotho Education Language Policy.
- The policy among other issues stipulates the inclusion and usage of sign language in all schools.
- The umbrella statement reads thus “All learners need to be taught in their mother tongue up to Grade 3”

2. INCLUSION POLICY

- On 07 August 2019 the MoET launched Inclusive Education Policy to supersede the Integration Policy of 1989/90 that was adopted and implemented by MoET through the Special Education Unit.

LIEP STATEMENT /GOAL

- “To ensure that Learners with Special Educational Needs (LSEN) participate in Lesotho school system that prepares them to function and live independently in the society and contribute positively in both social and economic development”

ACHIEVING THE GOAL

- MoET will undergo restructuring processes with the aim of creating conducive environments for successful implementation of LIEP.

POLICY STRATEGIES

- **curriculum-** adaptation & modification, modify assessment criteria, appropriate instructional materials etc.
- **teaching learning environment-** rehabilitate existing school facilities etc.
- **IE training for teachers** etc.

Lesotho Classrooms



Lesotho Classrooms



NOTE

- **Every human being has some form of disability in one way or another and the only difference is the degree to which it has developed. Therefore by God's Grace we need to learn to accept one another**