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What Works in Inclusive Education within the Classroom? Research Based Evidence

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Abstract:
Exclusion amongst the human race is one of the greatest challenges faced by the world today. Within societies some people are excluded from participating in the economy, in education and in life as a whole. Such unjust and inequitable societies are neither efficient nor safe, hence calling for far-reaching policy measures and broader socio-economic and cultural investments. Several nations have set out to implement inclusive education policy. Highlighting the strategies and policy framework that have proved beneficial is imperative in the light of skepticism and apathy towards inclusive education in some regions. The chapter begins by outlining the concept of inclusive education, key principles and values of inclusive education. It follows up with a global discussion of inclusive education policy and implementation process. Recommended strategies with research based evidence on strategies that have worked in an inclusive classroom and teacher preparation practices globally from inclusive education perspective are discussed.

Keywords: *Assistive technology, cooperative group teaching, Cognitive strategy instructions and behavioral strategy*

1. Introduction

The concept of inclusive education as presented in the Salamanca Statement contained the principle of equal access for all students in mainstream classrooms, and the demand for necessary accommodations and support for meeting the diverse needs of all children (UNESCO, 1994). According to a Commonwealth Guide to Implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities, inclusion in education is a process of enabling all children to learn and participate effectively within mainstream school systems, without segregation. It is about shifting the focus from altering disabled people to fit into society, to transforming society, and the world, by changing attitudes, removing barriers and providing the right support. The UN Convention on the Rights of Persons with Disabilities requires the development of an inclusive education system for all (UNESCO, 2005). Booth (2005) asserts that the key principles of inclusion are; Access, Quality, Equity, Social justice, Democratic values, Participation, Balance between community, Compassion and Respect for diversity.

Ainscow, Booth and Dyson (2006, 25) maintain that the term inclusion refers to 'the processes of increasing the participation of students in, and reducing their exclusion from, the curricula, cultures and communities of local schools. Similarly, Black-Hawkins, Florian, and Rouse (2007) suggest that inclusion involves children learning together, in a context where each individual is valued and is actively engaged in what is learnt and what is taught. This approach favors (although is not exclusive to) social constructivist approaches to learning and teaching. Sin (2010) defines the mission of inclusive education in Hong Kong as the enhancement of the capacity of all schools to cater for student diversity. Schools there are guided by five principles: early identification; early intervention; a whole school approach; home school cooperation; and cross-sector collaboration.

From the definition, philosophy and principles of inclusion, inclusive education is not achieved simply by incorporating special needs children into primary school classes. Rather, teachers, schools and educational systems need to change so that they can better accommodate the diversity of pupils' needs and ensure that children with disabilities are included in all aspects of school life (Ainscow, 2005). It also means identifying the physical and social barriers within and around the school that hinder learning and actively seeking to reduce or remove these barriers (Peters, 2004). Creating an inclusive school community cannot take place without the wider community, service structures and society being committed to this goal and working to support teachers and education officials in making it a reality. Sadly, this dimension to inclusive education has been undervalued to date and this may account for the mixed results attained in the effort to make these aspirations a reality (O'Brien, 2001).

1.1. Global Discussions in Inclusive Education

Within many countries, inclusion has become an option within the education overall system. Countries that aim for inclusion nationally, such as Italy and Norway, can be seen to have increasing numbers in special education and to be replicating a range of inclusionary practices (Ianes, Demo, & Zambotti, 2010, 2010; Nordahl & Hausstätter, 2009). In other countries, policies on inclusion have been compromised by the range of marketization of policy initiatives. Within England, for example, this has included the traditionalist national curriculum, standardized testing, league tables and the investment in and development of a range of independent and alternative provision (Rix, 2011; Slee, 2006), this has resulted in an increasingly segregated and selective system (Barron Barron, Holmes, MacLure, & Runswick-Cole, 2007; Rix, 2006). Within the United States, the legislation around high-stakes testing can be seen to have lowered the quality of provision for children with special educational needs within areas that were already struggling (Harvey-Koelpin, 2006) whilst the experiences in Sweden and the United States suggest that policies aimed at extending school choice and autonomy, unless very tightly controlled, do little to raise standards and may instead lower them and also exclude the disadvantaged (Bunar, 2010; Credo, 2009; Howe and Welner, 2002; Söderström & Uusitalo, 2010). Such changes have coincided with ongoing disproportionate referral of certain ethnic groupings and social classes to categories for intervention and treatment (Slee, 2008). Against this background of compromise and dissatisfaction, this book chapter looks into what has worked in inclusive education within the classroom.

1.2. Implementation of Inclusive Education Policy

Inclusive education has been promoted by international organizations, such as UNESCO (2009), OECD (2003), WHO (2011) and the World Bank (Peters, 2004). The US Legal Commission Provisions within the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 require the state and local education agencies to ensure that textbooks and related core instructional materials are provided to students with print disabilities in specialized formats in a timely manner. In this regard, a number of approaches have been put in place to implement the Act. Among these approaches include; The Student or Self**,** Environments, Tasks and Tools (SETT), Universal Design for Learning (UDL) and Assistive Technology for Learning (ATL) approaches (Zabala 2010; Perez & Grant 2015).

In Africa, the Association for the Development of Education in Africa (ADEA 2012) initiated inclusive education policy through a participatory process (UNESCO 2006). Therefore, quite a number of African countries have domesticated inclusive education policy, e.g., Tanzania Policy on Disability (2004:1), Education Act number 25 of 1978 and Education Training Policy of 1995 which states that every child has a right to receive proper primary education regardless of their diversity (Haki Elimu, 2008). In Kenya, Special Needs Education (SNE) Policy Framework set fifteen objectives, with each of them having three sections: background, statement and strategies that the Ministry of Education (MoE) assumes in order to achieve the objective (MoE, 2009). The stakeholders in this policy are given as the Minister and Permanent Secretary, Ministry of Education Science and Technology (MoEST), representatives from; Non-Governmental Organizations', faith and community-based organizations', private sector service providers, members of parliament and Union representatives (Kenya SNE Policy, MoE, 2009 p10 and KESSP, 2005).The Policy Framework as provided by the Ministry of Education in 2009 expounds the developments of special education in Kenya within the cultural and political context (Artiles, 2003).

1.3. Teaching Strategies that Work in Inclusive Education

What really works in inclusive education provides practice and research of a wide range of strategies that can be implemented in the classroom. The strategies are seen to add value to teaching and learning practices of teachers to produce quality learning and social outcome for all learners regardless of ability. Sometimes, mistakenly teachers expect all pupils to learn the same thing, at the same time and by the same means and methods but pupils are different with different abilities and needs. It is extremely important that teachers diversify strategies of teaching more so in an inclusive class. Studies on effective strategies in special needs education have established that inclusive education teaching strategies can be modified to meet the learning needs of those with learning difficulties (Davis & Florian, 2004; Lewis & Norwich, 2005).

In this subtheme, every strategy given has a substantial research base and clear practical guidelines on how to employ it in an inclusive classroom. The strategies are for any teacher working in learning institutions which today are inclusive education settings. Researchers, teachers, educators and psychologists will also find this section chapter informative and unique in its scope. The strategies are classified along the following sub-themes:

- Assistive technology and opportunities to learn.
- Strategies for content delivery such as cooperative group teaching and the classroom climate.
- Cognitive strategies such as self-regulated learning, memory enhancement and cognitive behavioral therapy.
- Behavioral strategies which include functional learning and assessment and direct institution.
- Parent involvement

1.4. Assistive Technology and Opportunities to Learn.

In the U.S, SETT is a school-based assistive technology assessment protocol (Zabala 2010). The SETT Framework is a flexible tool that involves identification and solution-seeking processes. It is accessible to all learners and is useful in all phases of decision-making and service delivery. Students with diverse abilities, needs, and experiences in various educational environments may use a plethora of tools to accomplish tasks that lead to educational achievement and as a means to demonstrate achievement. In this case, the Student/Self is the person who is the central focus of the process. Environments are the customary environments in which the person is or can be expected to live, learn and grow. Tasks are specific things that the person needs or wants to be able to do to reach

expectations, whereas tools are everything needed by a person and others to accomplish tasks in places where they need to be done so that progress is achieved (Zabala, 2010). It is important to note that the SETT framework should be explored and utilized as a whole, the student being in the forefront, followed by environment, then tasks and finally, tools. The SETT framework decision-making sequence requires developing shared understanding of the Student, learning Environments, and expected Tasks before Tools are considered or selected. The SETT framework is primarily for selecting ATL devices. According to Zabala, SETT is an 8-Step Decision-Making Process that entails;

- Identify areas of concern
- Gather information on aspects related to concerns
- Analyze information
- Generate, prioritize and potential solutions
- Develop a plan
- Work the plan and collect data on effectiveness
- Revise the plan as indicated by data
- Documentation

SETT only takes as long as it is needed to understand and address the needs of the student. If the student's needs are complex it may take a good bit of time. If not, it could be only moments (Zabala, 2010). However, the SETT Framework supports continuing effort, assessment and intervention that are viewed as a continuous and dynamic process. Based on SETT Framework, Assistive Technology involves a broad range of possible devices and services that enhance capabilities and lowers barriers to achieve Fment, it is related to function, rather than to a specific disability category. The approach may be applicable to all disability groups in all phases of education, rehabilitation, and life, and must be person-centered, task-focused and environmentally useful to be effective.

The UDL is a more practical, elegant and effective approach in learning. It is flexible and built into the learning process from the beginning (Perez and Grant 2015). UDL is viewed as a technology initiative based on process of building in accessibility and achievement support that address the diverse needs of students. It calls for multiple representations where learners are given various ways of acquiring information and knowledge. It is an approach of inculcating progress in the general education where all structures are included in an accommodating system. UDL seeks to decrease unacceptable challenge while maintaining acceptable challenge by reducing barriers in instruction, providing accommodation, support while maintaining high achievement expectations for all students (Ibid, 2015).

Perez and Grant (2015) assert that one way to create inclusive learning environment is by the use of UDL framework, which aims at developing expert learners. Expert learners are developed by removing barriers and making learning accessible to the many learners. The UDL addresses many of the metacognitive and self-efficacy skills associated with becoming an expert learner. Similarly, Howery & Zabala (2010) posit that UDL provides flexibility in the way information is presented to learners. Information is in the way students respond or demonstrate knowledge and skills and in the way students are engaged. The same idea was supported by Thompson (2002) who noted that UDL is about optimal access for the widest range of students.

Assistive Technology for Learning (ATL) is defined as devices, media and services used in learning environments to overcome barriers for students with physical, sensory, cognitive, speech, learning or behavioral special needs to achieve their individual learning goals. ATL was viewed as a technology imitative based on the process of building accessibility and achievement support that addresses the diverse learning needs of all students (Howery & Zabala, 2010). ATL enhances learning in performing functions that would otherwise be difficult or impossible to accomplish independently. The learning is directly related to educational delivery of the learning outcomes. The ATL devices and media range from "low tech" tools such as a pencil grip and large print books to "high tech" systems such as speech recognition computer systems and screen reading technologies. ATL services are strategies, ideas, supports and personnel that are necessary to make the devices work functionally for the person. The success of technology depends on people who creatively make technology powerful to fulfill their dream.

Assistive technology (AT) device is defined as any item, piece of equipment or product system whether acquired commercially or self-modified or customized that is used to increase, maintain or improve functional capabilities of children with disabilities (Edyburn, Higgins and Boone, 2005). These assistive technologies encompass strategies variously referred to as special access technology, adaptive technology, accessible digital media, argumentative technology, special education technology and computer – assisted instruction.

The underlying idea in the use of AT is that it enables individual learners to have greater control over their own lives. It allows the learner to participate and contribute more fully to activities in their home, school, work environment and interact to a greater extent with non-disabled individuals (Shaw & Lewis, 2005). There are many AT devices but this chapter mentions a few. They range from low tech, those that are not electronically based such as whiteboards, photo albums to high -tech such as computers, videos, cameras and voice output devices. Depending on the needs of the learners, there are many adaptations that can be made to computers to make them accessible to all. For example, the special need learner can access information on the web and link with other people with similar challenges thus reducing loneliness that could have been a barrier to education.

A study undertaken in Sweden investigated the effects of an interactive multimedia computer program on reading and communication skills of six- year old learners with autism and nine-year-old with mixed handicaps. The former group increased both their word reading and phonological awareness but these were not sustained during follow-up. A similar but a weaker pattern was found in the second group. It was concluded that such interventions should be individually based (Heinmann, Nelson, Tjus & Gillberg, 1995). In England, a study examined the impact of computers with and without animations on learners with attention-deficit hyperactivity disorder (ADHD) working on science tasks. The results indicated that the non-animated computerized presentations significantly

improved the accuracy of responses (Shaw & Lewis, 2005) Another study in the US consisted of fifth to seventh grade low- achieving mathematics learners, an experimental group received an after-school mathematics program that made extensive use of commercially available computer programs. This group performed substantially better than those not receiving the computer program (McDonald, Trautman & Blick, 2005). Assistive Technology represents one of the most rapidly expanding and promising strategies that has proven its worth across a diverse range of learners with special educational needs and with rapid development in technology and its use is likely to expand (Edyburn, Higgins & Boone, 2005). Therefore, there is need to increase their applications since positive results has been posted when they are used.

1.5. Cooperative Group Teaching

These refer to a group of instructional strategies whereby the teacher provides guidelines to a group of students to work together and help each other accomplish a task that they cannot do alone. These strategies have been found to be instrumental in building an inclusive community of learners in schools and classrooms. The strategy enhances peer support, connection and mutual respect and learning (Sapon-Shevin, Ayres & Duncan, 2002). Some teachers use a mix of whole-class, group and individual activities. The method is also referred to as cooperative learning where learners work together in small learning groups, helping each other to carry out individual and group tasks. It is a very effective method in mixed-ability groups. Learners work without constant direction and support from teachers. However, it does not mean putting learners together and then leaving them to work as individuals. It requires the teacher to guide and monitor them on ways of working together. Learners work as a group not just in groups meaning every learner has a role to play. A two learners group also known as Peer-Assisted Learning Strategies is implemented when students are put into pairs and engaged in learning activities such as: partner reading with retell, dictation, paragraph summary and prediction relay. These have been empirically validated as effective in improving students' achievement in reading, development of social skills and reduction in levels of peer rejection (Davis & Florian, 2004).

In Cooperative Teaching or Co-teaching, general and special teachers work in coactive and coordinated fashion to meet students' needs. It is a multidisciplinary team approach in both planning and implementation of teaching and learning activities. Special and general education teachers provide direct educational programs to all students. Cooperative teaching is one of the most cost effective strategies of teaching especially where classes are big. Cooperative group teaching is similar to creating small classes out of one big class and creating many teachers instead of one. Johnson and Johnson (1991) outline four essential components of cooperative teaching and learning:

- Independence among group members who seek to achieve a group goal and help each other achieve individual goals.
- Individual accountability; where each member of a group is held responsible for his/her own learning which in turn contribute to the group goal.
- Co-operative learning; where learners discuss problem solving and collaborate with each other.
- Evaluation; where members of a group review and evaluate how they worked together and make changes as needed.

There are four cooperative teaching arrangements namely; complementary instructions, team teaching, supportive learning activities and a combination of the three methods.

1.6. Complementary Instructions and Team Teaching

It entails general educators teaching curriculum content while special educators help students master academic survival skills (taking notes, identifying main ideas in reading, summarizing and study skills and use of sign language for deaf learners).

1.7. Team Teaching

In this case both general and special teachers plan and teach academic subject content to all students. Each teacher assumes a role for specific type of the curriculum. In many cases, general educator present curriculum content and special educator monitors students understanding.

1.8. Supportive Learning Activities

Both general and special teachers develop and deliver instructional content as they identify the skills or the concepts to be taught. Supportive learning activities for reinforcement are identified and a general education teacher is responsible for curriculum content delivery while special educator develop and implement supplementary and supportive learning activities such as group discussions or cooperative learning or investigative projects.

1.9. Benefits of Cooperative Teaching or Co-teaching

Cooperative teaching has been found to be effective in improving the time students spend on learning tasks, minimizes classroom behavior problems, and improves students' academic performance (Meijer, 2004). Teachers share responsibilities for educational program for all, making inclusive education manageable and effective. It enhances professional interaction among teachers as they learn from each other and is likely to increase job satisfaction. Co-teaching improves inclusion of students with special problems in mainstream schools; teachers who have attended such joint program demonstrate more sense of responsibilities in identifying strategies to teach all students (Wang & Fitch, 2010).

In cooperative learning /teaching, learners cooperate or collaborate and they can often achieve a result that is greater than the sum of their individual capabilities. It is also noted that learners/teachers knowledge is socially constructed. In essence individuals learn from the immediate environments such as our friendship, groups, our families and work places. This makes learning and teaching natural

which can influence the ethics of a class, school or classroom climate by developing values of helping and caring. Ultimately, it can contribute to making a community more cohesive and respectful of diversity (Topping, 2005).

1.10. Research Based Evidence in Inclusive Settings

There is research based evidence on effects of cooperative learning on achievement and social interactions in inclusive settings. The chapter only gives evidence drawn from inclusive education.

- A comprehensive study researched the effects of cooperative learning on the reading achievement of upper elementary students with learning disabilities. A total of 22 classes with 450 third and fourth grade learners, including those with learning disabilities were involved in the study. Teachers in the nine of the classes used cooperative approach in reading and composition (CRC) to foster comprehension and metacognitive skills. The other 13 classes formed the controls. In the CRC classes learners worked in heterogeneous groups in activities including partner reading, examining story structures, learning new vocabulary and re-telling stories. Significant results were reported in favor of those in CRC classes on standardized reading and writing tests (Stevens, Madden, Stavin & Farnish, 1987).
- In Australia, a study that investigated the learning outcomes for 22 third grade students with learning difficulties who participated in structured and unstructured group activities in a social studies unit indicated that structured group provided more directions and help to other group members and garnered significantly higher performances in comprehension than the unstructured group (Gillies & Ashman, 2000).
- Several studies with deaf and hard of hearing learners have found that well-structured joint activities increase social interaction. For example, in a Kenyan study of 27 deaf and deaf- blind form three girl students in St. Angela vocational school for deaf girls, cooperative and competitive instructional strategies were compared. The results showed that cooperation was associated with increased interactions and greater interpersonal attraction to each other for cooperative group students (Bota & Nanyama, 2016). In the same study, it was demonstrated that teachers who used team-teaching approach through a general teacher teaching an English literature lesson while the special teacher used Kenyan sign language to interpret the content to the deaf yielded positive results. Further, complementary instructions strategy used whereby general teachers taught curriculum content while special teachers helped students' master academic and survival skills proofed to yield more positive results. For instance, a mathematics teacher assisted the girls to measure and cut pieces of cloth, the English teacher taught them vocabulary used in dress-making while a home science teacher assisted learners to make correct stitches while making garments. These finding support Johnson and Johnson (1986) who established the benefits of well-structured joint activities to deaf and hard of hearing learners in studies undertaken in US.

1.11. Cognitive Strategy

These include strategies such as self-regulated learning memory for enhancement and cognitive behavioral therapy. According to the American Association on Intellectual disability (2002); Children with intellectual disabilities are characterized by significant limitations both in intellectual functioning and in adaptive behavior, with an onset before the age of 18 years. Intellectual functioning is the mental capacity for learning, reasoning, problem solving, memory, attention. Adaptive Behavior refers to skills that allow the individual to adapt to his or her environment as outlined here below;

- Conceptual skills include receptive and expressive language, money concepts, and Time concepts among others.
- Social skills include; Interpersonal skills, ability to follow and obey laws and rules
- Practical skills include Instrumental activities such as taking medication, using transportation, self -help skills and home living skills.

Children with intellectual disabilities like any other children have the right to education. These children are generally kinesthetic learners. They learn best when information is concrete and observed using; Visual tools, demonstration, task analysis and direct and immediate feedback among other strategies. Skills like eating, dressing, washing clothes, toileting, cooking and keeping the environment clean among others are very vital skills in their lives. Further, with regard to enhancement of work opportunities, more important is the issue of job coaching and awareness creation to employers.

Cognitive strategy instructions (CSI), refers to ways of assisting learners to acquire cognitive skills. It helps learners to organize information into their existing knowledge. It involves teaching learner's methods for accomplishing various kinds of tasks. It includes method skills such as visualization, planning, self-repetition, memorizing, analyzing, predicting, making associates using cues and thinking about thinking (metacognition). There is considerable literature on the effectiveness of various types of CSI on learners with special educational needs (Gersten, Fuchs, Williams & Baker, 2001). Gersten, Fuchs, Williams & Baker assert that CSI is particularly useful for learners with learning disabilities, although other learners with special educational needs (SEN) also benefit. It entails teaching strategies like self-regulated learning, mnemonics and other memory strategies, reciprocal teaching and cognitive behavioral therapy among others. The main idea in cognition or thinking is how we collect, store, interpret, understand, remember and use information. Acquiring these cognitive skills is fundamental to behaviors such as teaching, writing, mathematical problem-solving, comprehensive speech, creative thought and even social skills. They are essentially learner's strategies and facilitate development of learner's ability to consciously regulate thinking. The CSI strategies have three phases; think ahead and prepare, think during thinking to make predictions and think back by consolidating information learnt.

The strategy in the three domain focuses on what is to be learned and how the learning is to take place and the connection to the past life experience in problem solving situation. The mnemonic IDEAL illustrates the five steps that can be used namely;

- Identify: recognize that there is a problem.

- Define: define the source of the problem and sort out the relevant information.
- Explore: think about the information and strategies needed to solve the problems.
- Act: use available resources to solve the problem.
- Look: see if the solution works and change your strategy if necessary.

Neuro-psychological research has illustrated distinctive learning differences in any given classroom; this informs the different approaches to the teaching of literacy. Learning disability is increasingly interpreted as a result of cognitive functioning differences which lead to particular learning preference. In Kenya children with specific learning disabilities are characteristically found in inclusive classroom setting. It is therefore vital that teachers are trained to recognize potential barriers to learning. Teacher's conceptualization of the learner's difficulties is a crucial part of their value and beliefs and has direct influence on teacher teaching interactions.

Teachers should not hasten to dismiss students with learning disabilities for indeed they have inherent strengths in areas such as spatial awareness, artistic or musical aptitude. In England, some of the teachers found out that through an understanding of each individual's unique profile and recognition of cognitive functioning differences teachers have the potential to encourage and develop metacognitive skills in learners. This may empower students to maximize effective learning and develop their individual strength.

Review of several studies of CSI concluded that it was effective for improving the mathematical problem-solving performance of middle and secondary school students with learning disabilities. Learners learnt comprehensive and metacognitive skills for solving mathematical word problems. Learners were taught in steps how to read and paraphrase, visualize and hypothesize, estimate, compute and check. In the metacognitive strategy, they were taught techniques of self-instruction, self-questioning and self-monitoring (Montague, 2007)

The efficacy of the technique is further illustrated by a Canadian study that investigated the effects of CSI on algebra problem-solving to adolescents with learning disabilities. The study used a combination of a multiple baseline design and comparison of an experimental group (n=12) and a control group (n=8). The intervention was focused on teaching the experimental group in individual sessions how to represent and solve algebraic problems. The results showed that the experimental group achieved significant gains over the control group and there was evidence that the taught strategy was maintained and transferred to other problems (Hutchison, 2003**).** There is substantial evidence that CSI can improve the performance of learners with SEN especially those with learning disabilities in a wide range of subject domains. Good strategy instructions entail making learners aware of the purposes of strategies, how and why they work and when and where they can be used (Swanson, 2000).

In a US study, elementary school students with learning disabilities were taught to restate in their own words what transpired in each paragraph of a story as they read. Compared with a control group the restatement intervention group recalled more information and answered more comprehension questions. Other studies have similarly corroborated the fact that a combination of direct instruction and CSI significantly improves the academic achievement of students with learning disabilities (Jenkins, Heliotis, Stein, & Haynes, 1987; Hughes & Schumaker, 1991; Swanson, 2000)

1.12. Self-Regulated Learning

Self- regulated learning (SRL) aims at helping learners to define goals for themselves to monitor their own behavior, performance and make decisions and choices of actions that lead to achievement of their goals (Zimmerman, 2000). This strategy can be used in a variety of settings across a range of subjects and with learners with or without special needs. It encompasses strategies such as self-monitoring, self-determined learning, self-management and self-evaluation

Although self-regulation is a valued attribute, it is noted that many learners with SEN seem to have little control over their lives and instead dependent on others around them to make decisions on their behalf. However, there is growing research evidence that learners including those with major learning disabilities can be helped to take more control over their own learning. SRL involves motivation factors such as goal setting and personal agency beliefs. As learner achievements become apparent little by little, they need to be reinforced with praises and encouragement so that they can feel morally superior to those who have not made attempts. Therefore, SRL is associated with the following components.

- Self- awareness
- Motivation
- Emotional control
- Goal-setting skills
- Decision making skills
- Problem solving skills
- Self- monitoring skills and
- Self-reinforcement skills (Agran, Blanchard &Wehmeyes, 2000)

Mnemonics and other memory strategies also help learners to remember information that is important. Mnemonics simply refer to a method for enhancing the memory of specific content that has been learnt in various contexts, especially school lessons. Many learners with SEN have difficulties in remembering information. In some cases, these difficulties reflect organically based problems in processing information, but in many cases, they reflect a lack of strategies of remembering information. The method relies on learners having language skills; including reading thus it is generally inappropriate for learners with severe intellectual disabilities. It is however recommended for students with learning difficulties. Scruggs and Mastropierie (2000) noted that mnemonic strategies are effective because they form sounds or image links between stimuli and responses since many memory deficits are language based, the

goal of memory training using mnemonic strategies is to make links between difficult to remember words and easy -to-remember sounds or visual images.

In the case of students with the learning difficulties mnemonics help them to make a bridge between their areas of relative weakness. For example, memory for pictures or memory for sounds to recall prior knowledge. Four main strategies fall under mnemonics and these are:

- The keyword strategy: new words to be remembered are recorded in a keyword for easy to picture and have similar sound to the target word.
- Peg word strategy: these are rhyme substitutes for numbers, for example one is bun, two is shoe, and three is tree. They are used to assist students remember numbered or ordered information.
- Letter strategy: these prompts learners to remember things learned, for example remembering colors of a rainbow entail using a meaningful arrangement of letters ROYGBIV to stand for every first letter of the color.
- Picture strategy: It entails invention of visual imagery mnemonics that draws attentions to the power of associating visual images with verbal constructs. This association can be a powerful method for teaching learners who experience difficulties in remembering certain letters or words. For example, the letter 'S' might be recalled as being associated with a snake which its shape resembles. Mnemonic strategy instruction is not only for learners with learning disabilities but also for students with other disabilities. It is particularly valuable when recall of factual materials is required as in test-taking (Uberth, Scruggs & Mastnpieri, 2003).

Research based evidence in relation to SRL was conducted in the US. A study on the use of a self-determined Learning model of instruction in a field test consisted 21 teachers and 40 learners. The learners had a range of disabilities including mental retardation, learning disabilities and emotional disorders. The findings showed that learners attained relevant education goals and enhanced self-determination (Wehmeyer, Palmer, Agran, Mithaug, & Martin, 2000). In yet another study on the effects of self-monitoring on social and academic behavior, high school learners with mental retardation in a general class exhibited a remarkable improvement in behavior. This is a fact attested to by classmates and teachers (Hughes, Copeland, Wehmeyer, Agran, Rodi & Presley, 2002).

The value of teaching strategies outlined cannot be gainsaid. However, it is important to note that the chapter equally argues that teacher attitude and efficiency in implementing the same in an inclusive setting is linked to the nature of training. It is demonstrated that teachers who have trained in SNE have more favorable attitudes and are more effective in classrooms with student diversity.

1.13. Teacher Education and Teacher Training Programs

Teacher education is seen as one of the factors that influence teachers' ability to teach diverse groups of students and support learners who experience learning difficulties (Florian, 2008; Rouse, 2008). There is need to change the curriculum and pedagogy to enable the teacher to operate in a transformed heterogeneous classroom structure as opposed to the previous homogeneous trend. An overview of teacher training requirements in relation to SNE education from diverse regions indicates the value attached to availing competent personnel. This is a clear endeavor to successfully implement inclusive education policies. In Australia, teachers have to be both knowledgeable in their content areas and extremely skillful in a wide range of teaching approaches to cater for the diverse learning needs of every student. In Hong Kong, the government stipulates that special education is the responsibility of all teachers in the school system hence initial teacher training has elements of education of children with special needs. In the US, a highly-qualified teacher is viewed as one who is able to meet the standards of the definition in the No Child left behind legislation (Forlin, 2010). However, initial teacher education courses on special education and inclusive education alone is not adequate in promoting positive attitudes. Sharma, Forlin, and Loreman (2008) observe that student teachers who spend considerable amount of time working with someone with disabilities develop positive attitudes towards inclusive education. Emphasis should therefore be on teaching practice which provides opportunities for student teachers to observe practicing teachers working in inclusive classrooms. Teacher training programs should plan and implement inclusive practices in the teaching practice. Planning for diversity and teaching and learning in diverse classrooms are to be included in teaching practice assessment criteria. These are to be adequately addressed throughout teaching practice observation and supervision.

It is therefore of essence that teacher education be geared towards training teachers to take learner difference into account and renounce determinist views of ability. Teachers training must debunk the sentiment that they are incapable of teaching students with impairments and special needs. There is need for teachers to embrace collaborative teaching strategies to enable them work effectively with other experts. The new focus of teacher training practices in Kenya is to equip all teachers with skills and knowledge that enables them to work in an inclusive school setting.

Training of SNE teachers will therefore consider the fact that there are more demands in the implementation of special education curriculum than in general education classroom. The implication is that special needs education and philosophy will be given prominence for the teachers to effectively facilitate cognitive and emotional development of special needs children. Other considerations entail the fact that special needs teacher must demonstrate collaborative skills and work with a smaller teacher-pupil ratio that facilitates the implementation of Individualized Education Programs. Students with SEN often require access to services that are different from that of other learners, hence teaching approaches should be adjusted to facilitate differentiation (Bailey, 1998). For pupils with SEN to receive effective access to learning, sometimes specific interventions, specialist resources or teaching approaches and additional attention to planning may be required (Rose & Howley, 2007). Consequently, it is logical that effective instructional practices for most learners can also be effective for students said to have SEN if delivered in a specific way (Berry, 2011; Vaughn & Linan- Thompson, 2003). The observations lend credence to the view that all teachers ought to undergo rigorous training in special needs to facilitate the effective implementation of inclusive education.

In Tanzania, teacher education is the foundation of teaching and learning process at different levels of education. It is designed to respond to key priority areas of primary and secondary education and at the same time manage its own growth (Wepukhulu, 2002). In order to meet the intended role, the overall objective of teacher education in Tanzania, has been set to improve the teaching and learning approaches in schools and teacher training colleges through the development and implementation of appropriate intervention strategies. The strategies include an improved pre-service education and training program that contain content of SNE learners and an effective in-service education and training support for tutors and school teachers. The aims of both in-service and pre-service teacher programs are stipulated in the Educational and Training document which was introduced in 1995 (United Republic of Tanzania, URT, 1995, 2005).

The Brazilian Ministry of Education's Special Needs Education Secretariat (1998) proposed a restructuring of all teachers training courses at all educational levels to make them consistent with inclusive education policies. They propose that pre-school, primary and secondary courses address 'knowledge' and 'what to do with knowledge' in respect of diversity and SEN. Both mainstream teachers' training programs and courses in pedagogy include a topic on special needs education and teaching approaches to meet the child's SEN. For instance, courses on the Sociology of Education deal with issues such as; the social construction of stigma; preconception, stereotyping and the segregation of differences; the exclusion and inclusion of individuals in social groups; and cultural, economic, political and ideological determinants in the social representation of differences. They also propose that the training of support teachers and specialists should only take place after the teacher has completed general training, and that it should take the form of continuing professional development leading to a master's degree or doctorate.

In England, almost all mainstream schools have a 'Special Educational Needs Co-coordinator' (SENCO) whose task is to ensure that the school is able to meet the learning needs of students experiencing a wide range of difficulties. Typically, SENCOs are trained as mainstream teachers and continue to work as such whilst carrying out their SENCO role. Some of them take courses in SNE as part of their initial or in-service training and nearly all attend short training events organized by the local authorities which manage education in their areas. In other cases, it is necessary to reorient special educators so that they are able to work effectively in ordinary schools. An important strategy for achieving this is the creation of opportunities for joint training with their mainstream teacher colleagues. The same is also true of allied professionals, such as social workers, health workers and psychologists. Joint training enables specialists to learn about realities of ordinary schools and classrooms. It also offers the opportunity for mainstream and special teachers to work collaboratively, sharing their expertise and resources (Jordan, Schwartz, & McGhie-Richmond, 2009).

1.14. Teachers Attitudes and Effectiveness towards Inclusion

Educationists talk about teachers' attitudes and effectiveness towards inclusion as a main determining factor of learning. Bloom (1999) contends that, inclusion is a philosophy that brings diverse students, families, teachers and community members together to create school and other institutions based on acceptance, belonging and community. This philosophy is about school change, to improve education system for all. Although most teachers agree that inclusion is good, studies focusing on teachers' attitudes and effectiveness towards inclusion involving two categories; General education teacher and special education teacher reveals differences in teachers' effectiveness in inclusive education. Martin (2003) argued that general education teachers' perception towards inclusion sometimes is mixed or negative. He contended that general education teachers do not prefer having students with disabilities in their classrooms and to some extent students with mild disabilities were rejected. Contrary, special educators appear to have more positive views on inclusion compared to general educators. Praisner (2003), in agreement with Martin notes that factors that affect, the general educator's attitudes towards inclusive includes the effectiveness of the program for students with disabilities and their general education. Further, the study noted that the inappropriate collaborative teaching arrangement, administrative support, support services and training are the main factors that affect inclusive education.

Baker (2001) noted that, general education teachers in inclusive setting do not possess the necessary skills to teach students with disabilities and lack opportunity to collaborate with special education teachers. That being the case, provision of education in inclusive setting is not done effectively and efficiently. Semkiwa (2008:6) asserts that, some teachers especially those not trained in special education see children with disabilities as "unteachable" and time wasters when it comes to coverage of their schemes of work and syllabus. The classroom teachers sometimes fail to be in a position to figure out ways to facilitate pupils with disabilities creating negative attitudes towards inclusion.

In a study on "Teachers attitudes towards inclusive education in primary school in Tanzania: A case study of Korogwe Township", 104 primary school teachers gave their views, special teachers noted that they were comfortable to teach in inclusive classes. They noted that "inclusive education creates social interaction and removes segregation among learners. It helps teachers and pupils without special needs to know the additional needs of their classmates and how to assist pupils with special needs. Non-specialist teachers said that it was not possible to teach pupils with special needs in inclusive classrooms because pupils with disabilities differ in understanding capacity and their needs, therefore it was better to teach them in separate classes. Being included in the same classrooms will make teachers to concentrate more in assisting one group and ignore the other group. Most of these teachers noted that they did not have skills they needed such as sign language. From the study, it was concluded that most of the teachers with positive attitudes towards inclusive education were those who had training in special education. Most of the teachers with negative attitude were those without any special training (Mtegwa, Micheal, Kizo, Maketa, Suleiman & Kagg, 2013).

Similarly, Mcleskey (2001) asserts that special educators appear to have more positive views on inclusion than general educators. Studies that pin-point the significance of teacher training in SNE courses have been conducted in Kenya. They point out those teachers who are trained in SNE assist and appropriately interact with SEN learners during classroom practice than those who have not undergone the training. For example, Bota, Nyatuka and Lenod (2015) undertook a study on the state of inclusive education in Kenyan

primary schools and found out that "Primary teacher One (P1)" teachers who had completed a diploma program in Kenya Institute of Special Education gave confessions that before undertaking a SNE program, they inappropriately interacted with SEN learners during classroom practice. For instance, one teacher had this to say "Before being trained in SNE, I used just to teach, not taking care of individual differences within the classroom. After being trained, I had to come down to the level of the learner, become friendly, know their home and parents, follow up activities and this made me a real teacher". I could see fruits coming my way. I have since then helped my school(s) to retain special learners in school instead of getting tired with them. I have helped my staff members change their attitude towards special needs in the school I have taught". In another instance, another P1 teacher had this to say, "All this time I taught as a P1 teacher, I feel I was a waste and destructive to many learners. I confess so because just like any other non-SNE compliant teacher, I had a motto of moving with the able learners, of course mean score minded. I used to label the non-performers as 'stupid' and not fit for the class. I was number one advocate for repetition and could not spare corporal punishment. From the confessions, one may conclude that teacher training in SNE is very crucial in the acquisition of skills and knowledge required for appropriate classroom interaction with learners of mixed abilities.

2. Conclusion

The aim of the chapter was to point out strategies that have worked in inclusive education. To give impetus to the worldwide move towards implementing inclusive education, it was deemed worthwhile to highlight teaching strategies and teacher training practices that have been instituted. The content of the chapter indicates that a wide range of teaching strategies can be used to enhance and facilitate learning among children with SEN. The strategies are not only limited to enhancing the cognitive abilities but also focus on personal development and social integration of individuals with SEN. The chapter has indicated the necessity of having a clear-cut plan with emphasis on the dynamic and continuous nature of the strategies. Teacher training practices are brought in focus with the overriding argument being that teachers who have trained in special education are likely to be more effective in an inclusive classroom setting compared to general education teachers. Similarly, teachers trained in special education have relatively positive attitudes to children with disabilities in an inclusive classroom. It is therefore imperative that all teachers train in SNE to hasten the realization of global inclusive education agenda.

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