

PARENTS NEED OF STUDENTS WITH LEARNING DISABILITIES: OBSTACLES AND ROLE OF SCHOOL & COUNSELLOR

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Abstract

Inclusive education is a method of education in which children with special need and disabilities spend all or most of their time in school with children without extraordinary necessities. Completely inclusive schools do not separate 'normal education' and 'custom curriculum' programmes. Such schools are organized with the goal that all understudies learn and grow together. Disability exacerbates existing vulnerabilities emerging from social and monetary disparities, for example, poverty and sex, absence of access to administrations, social shame, etc. General access to comprehensive education can possibly move society towards an all the more just and fair future. Comprehensive inclusive education permits kids with special needs to create kinships with friends and feel less disconnected and different. Kids who are set in a standard study condition by and large have higher confidence than kids who are disengaged in exceptional necessities programs. Strategy producers and common society need to perceive that no school has the privilege to deny excellent education to kids and families who need the best for their children just in light of the fact that s/he has a disability. A typical confusion that should be dispersed is that the nearness of disabled kids in common classroom hinders the learning of non-exceptional necessities kids. While youngsters without disabilities in comprehensive inclusive schools get a chance to get their own training in a non-prejudicial condition and build up an all the more tolerating and healthy point of view. This research paper presents an overview on the 'parents' need of students with learning disabilities: their obstacles, challenges faced by them and students in schools and society and roles for schools and counsellors, in inclusive education. As trained and qualified school counsellors can be progressively viable in their work with guardians of disable children with inabilities — including the understanding of students themselves, their teachers, and other students if they comprehend parent points of view. Parents' areas of concern are described, and implications for school counsellors and role of schools are discussed briefly.

Key Words: *Inclusive Education, Special Education, Parents' Challenges, Education to disables, Parental barriers, Special Need, Special Children, Learning disabilities.*

INTRODUCTION

On an international platform, there are 150 million offspring living with incapacities. The World Report on disability cooperatively shaped by the World Health Organisation and the World Bank in 2011 assessed that about 15

per cent of the universal inhabitants live with a disability. Apart from these facts as per the Census 2011, out of over 120 crore people, 2.2 per cent in India are disabled. In absolute terms, this implies that over 2.68 crore people live with one form of disability or another. It is

noteworthy to note that of these, 66 lakh are children in the age group 5-19 years. In the age group five to 19 years, 28 per cent disabled girls have never attended an educational institution. The figure for boys at 26 per cent is only marginally better. Only 16 per cent of the disabled male population and nine per cent of the disabled female population have matric/secondary education. Not surprisingly, only nine per cent of males and three per cent of females with disability are graduates. Children with inabilities are one of the most underestimated and avoided bunches in the public eye. These numbers are most likely much higher — it is generally accepted that surveys all over the world grossly undercount the actual number of disabled people. These special need children are often denied an education because they are the most vulnerable and excluded people in their communities. Children with disabilities have a lower probability of entering, staying or advancing in school than children without disabilities (World Health Organisation, 2011).

Confronting day by day segregation as negative perspectives, absence of sufficient arrangements and enactment, they are viably banished from understanding their privileges to social insurance, training, and even endurance. They are less inclined to go to class, get to clinical administrations, or have their voices heard in the public eye. Their incapability likewise places them at a higher danger of physical maltreatment and regularly avoids them from getting legitimate nourishment or compassionate help with crises. Educational establishments are frequently distant, need suitable offices, or don't furnish students with in abilities the housing or assistive gadgets important for their consideration and scholastic achievement (UNESCO, 2015). When they enter immaturity, youth with inabilities run a high

danger of being uneducated, prompting confined open doors for additional training and work. Furthermore, sensitization, awareness-raising and capacity building programs and special education training designed to adequately prepare teachers and educators are sorely lacking. Youth with inabilities remain underrepresented in advanced education establishments over the globe, despite the fact that numbers have as of late been expanding right now numerous nations. UNICEF vision is to construct a reality where each youngster can grow up solid, shielded from hurt and instructed, so they can arrive at their maximum capacity. Consistently we're attempting to make this vision a reality. Regardless of what their identity is or where they are conceived, we connect with the most defenceless youngsters any place and at whatever point they need us". As referenced in "A guide for ensuring inclusion and equity in education" (published in 2017 by the United Nations Educational, Scientific and Cultural Organization) including all students and ensuring that every individual has an equivalent and customized open door for educational progress is still a challenge in almost every nation (and we include – incorporating those in Europe).The UNESCO 2030 Agenda for Sustainable Development, with its attention on abandoning nobody, gives a novel chance to fabricate progressively comprehensive and fair social orders. This should begin with comprehensive instruction frameworks. Maintainable Development Goal (SDG) 4 on education calls for comprehensive and fair quality training, education and long lasting learning chances for all by 2030.

For the success of these objectives of UNESCO we need to recognise our problems, parents' challenges, role of schools and counsellors in special education because these

all are playing a major role as stakeholders of this segment.

OBJECTIVES

The present research paper has the following objectives:

1. To identify the challenges of parents with the special needs.
2. To find out the role of schools in education of special needs' students.
3. To identify the role of counsellors in the special education of students with special needs.

METHODOLOGY

This research paper used qualitative approach for investigating the phenomenon of the significance of schools, counsellors and parents' problems with the children of special need in implementing inclusive education. For the same this paper utilizes and audits the various writings so as to dissect and check new exact investigations that surveyed and how this can advance positive results in the learning of youngsters with incapacities. The writing survey process is done by examining and assessing different articles, books, diaries and meta-examinations about consideration and guardians' contribution utilizing the accompanying on the web database to look for reference, pick pertinent writing and explore contemplates. In addition, to affirm and confirm references, manual inquiries of pertinent diaries on inclusive education on the subject identified with the paper are performed. This method was chosen because it permits swotting the depth of the phenomenon.

PARENTS FEAR AND CHALLENGES

Inclusive education has a long, rich history with well-researched benefits for students with and without incapacities. Guardians of kids with special needs are often shattered and repeatedly become disheartened. Their investments of time, properties and fund for self-care are even more exhausted than those of parents of distinctive children. Yet their need for refuelling is also greater. To be continued over the gruelling of caring for a child with special needs, it is indispensable that guardian attend to their own needs.

Yet, some parents of kids with special demands are just not concerned in general schooling chances for their kids. For example one parent of a student with special needs said, *"I know that my baby has unique requirements that apparent at inimitable times...and, I just concern not a single person will distinguish what to do or of inferior quality, won't take the time or have the tolerance to comfort him and he will be just be arranged and left all single-handedly."*

What is fundamentally parent's concern here?

- i. She fears her child's needs will not be known or understood.
- ii. She fears the adult in the classroom will not have the time or take the time to support her child's needs.
- iii. She fears her child will be isolated.
- iv. She fears her child will be lonely.

Often the most beneficial support and information parents receive are from other parents of children with special needs. The encumbrance of stress is excessive for parents of those with special needs. Recently a study found that mothers of juveniles and grown-ups with autism had levels of stress hormones

analogous to soldiers in battle. Capitals are often a cause of stress. Repeatedly one parent, typically the mother, losses her future to be present to the kid's needs with a consequential loss of finances for the family.

There are some common challenges those parents used to face:

Family Impact: Always children with special need requires so much time, patience, money, energy and resources, that other interactions with the family members, neighbours and relatives flinch to suffer. Whether it is the wedding that suffers from the non-existence of devotion or relatives that act out due to possessiveness. Parents will need to evoke that their other half, their relationship, and the children's relationship with their brothers and sisters need just as much deliberation and determination. Confirming that every Tom, Dick, and Harry is talking and knows what is going on helps a great deal to form persistence and sympathetic for everyone.

Social Impact: In most of the cases, kids with special needs need specialised education that retains them detached from other children. This can make the child's social bonding much difficult, and it can also distance and insulate the parents from other parents of kids with special demands.

The sensitive impression is massive and may comprise:

A) Fear and worry about:

- The child's soreness and grief
- The child's coming future
- The interrogation of whether they are doing well or doing the correct things to help the child.

B) Feelings of loneliness:

- Miss out on many family-oriented activities because your child's infirmity precludes her/him from positively contributing.
- Faces criticism and judgment of parenting from others who don't realise a child's disability.
- Sense like a stranger around parents of classically emerging offspring.

C) Grief over:

- The damage of hopes and dreams parents had for the child.
- Not having the parenting experience you'd imagined.
- Frequent notices of what are child's blunders out on leading to prolonged distress.

D) Guilt over:

- The limits of your ability to protect the child.
- The loss of attention toward other children, your spouse and ageing parents.
- Your jealousy and resentment of those with "normal" children.
- Along with these casual challenges of parenting are compounded for parents and primary caregivers of children with special needs. Among these many challenges are as follow:
- Learning about disability.
- Seeking, discovering and retrieving effective treatments and means of comfort life.
- Managing with the sensitive and bodily needs of considerate for a specific with a disability.
- Receiving to the uncountable engagements with medicinal workers,

psychotherapists, analysts, supporters and school workforces.

- Encouraging for suitable school involvements, spaces and/or placements.
- Paying for the many treatments and interventions not covered by health insurance or the school system.
- This can ultimately undesirably move the emotional and psychological state of the parents and the special needs child. Parents should try to find support groups within these specialised programmes in order to be able to connect with other people who are going through the same challenges.

ROLE OF SCHOOLS

Schools are in the centre of inclusive education as they have to take the special need students so they must follow a defined strategy for effective inclusive education as

a) A flexible approach to giving students the support they need: In an effectively inclusive environment, teachers and staff are open to finding creative ways of helping a child function in the class. The goal is to provide all children with what they need in order to accomplish their best learning and to become members of the classroom community. In order to participate in regular activities, some students require individualized forms of support. For example, some young children need additional sensory input in order to sit quietly or pay attention to. Or they may need to take frequent breaks from focused or organized activities; often, a child can be taught to develop greater self-awareness so that he becomes able to discern when an assistive object or break is needed. As teachers get to know their students' individual limitations and sensitivities, they often can

anticipate situations that are likely to prove especially difficult or overly stimulating. If the class is going on a field trip, teachers and parents can prepare the child beforehand, explaining what to expect and rehearsing what the class will be doing. If they think a special assembly or performance might be over stimulating to a child, they can also try to arrange for a parent, caregiver or other adults to be with her. In more advanced grades, where academic instruction takes up much of the day, many different kinds of accommodations enable students to overcome limitations that might interfere with their learning or their ability to demonstrate what they know. A visually impaired student, who cannot see the board or screen from a distance, can be permitted to get up from his chair and go to the front of the area to recite what is inscribed or demonstrated.

b) Trained Teachers: All the teachers need to be trained in various teaching strategies to satisfy different types of learners (oral, auditory, visual and kinaesthetic) so that learning becomes meaningful for every student in the class. Instructors and teachers require to be trained in planning their lessons to cater to different elegances of learning of their scholars. Teachers need to be sensitized to handle all the children with compassion by respecting individualities in children.

c) Special infrastructure facilities: Infrastructure should be planned for accommodating all types of learners. For example; the provision of elevators or ramps would be helpful to accommodate physically challenged children. Large classrooms and playground attached to school would bring down issues of indiscipline as children can release their pent up emotions. During circle time in an inclusive class, schools might observe children sitting in several different

kinds of seats, depending on what has been found (often through trial-and-error) to work best for each particular child. These seats can include rocking chairs, chairs, “beanbag”, carpets, soft toys, floor cushions, benches or (in a preschool class) even subordinate educators’ laps. Another material supports that can help young children over the course of the school day include weighted vests and “bear hugs” and indoor swings to aid with sensory integration. Some children who need extra tactile or oral sensory involvement can also use items such as “fidget toys” and “chewies” (gum).

d) Special planning and integrated curriculum: There are many ways to adapt pedagogical techniques, curricula and other aspects of teaching and learning to the varied needs and abilities of students. Although often associated with the need to make physical spaces accessible to those with motor or sensory impairments, the principle of universal design is also relevant to other aspects of education. It can be functional to the way substantial objects are used, as well as to how educators plan and implement syllabi. A playgroup teacher, who had several children in her class who were unable to write their names due to fine motor impairments, arranged for all her students to sign in by spelling their names with magnetized letters they placed on aboard. Schools should adept those techniques that help make academic and social aspects of school accessible to all types of learners including children using walkers and wheelchairs as well as by walking unassisted, and so that the floor numbers are perceptible not only visually, but also through touch (braille) and hearing (recorded announcements). The school must apply ‘Buddy System’ or ‘Peer Strategy’ in classrooms which makes children responsible

and helpful to each other and learning transaction becomes better.

e) Professional Clinical Counsellor: The roles of clinical counsellors play a significant role in the education of students with special needs. As clinical counsellors work with students with disabilities within their schools, they also frequently have the opportunity, or the need, to work with the parents of those students. Parents of special need kids present the apprehensions of all parents about kid-rearing and nearly education and also have further anxieties related to their children's incapacities. Professional counsellors can serve an important role as advocates for students with disabilities and their parents: "Professional clinical counsellors are often the designated (and sometimes lone) advocates for youngsters with special needs and their paternities in a complicated and often unapproachable educational bureaucracy".

f) Preparing normal children for accepting the human differences: Inclusive educational practices are not only about improving access and opportunity for those whose impairments might otherwise limit them. It is also about making impairments less central to the way a child is viewed by others, as well as to the way she sees herself. The point is not to make everything available to everyone or to deny that impairments and special needs exist. It is to reutilize and normalize the fact that such differences exist, including differences in the type and amount of support students need. This is also the rationale behind another strategy used at this school, a strategy related to how children receive services. As a replacement for taking a child out of the classroom, facility benefactors often work with their students in the classroom only. And, whether they remain in the classroom or not, a child can ask a friend (who is not necessarily

receiving services) to accompany him when he works with a service provider. Inclusive education is also facilitated by lessons and activities that encourage students (as well as adults) to reflect on the fact that everyone has strengths, as well as limitations and areas they can try to improve. It is also helpful to offer formal and informal lessons that promote empathy and perspective-taking.

g) Providing Post School Support: Schools must support to all stakeholders to fully integrated and enable disadvantaged children to participate in gainful employment or productive work so that these children can be merged in the mainstream of the society.

Role of Counsellors: Not every issue will apply to every student and every student's family; however, it is useful for school counsellors to be sensitized to some common concerns that are unique to families of children with disabilities. Accepting these concerns will benefit school counsellors to be more operative in their work not only with parents of students with incapacities but with the broader school community as well. They can play significant role in these sectors:-

a) Parents counselling: Not all children with special needs enter the educational system already identified as having a disability. Furthermore, a disability that is the result of an accident (e.g., traumatic brain injury) or an illness (e.g., loss of hearing or vision) may occur at any point during a child's school years. Guardians create wishes, desires, and dreams for their kids, even before the youngster is conceived. At least, guardians wish for a healthy infant ("We couldn't care less whether it's a boy or a girl, similarly as long as it's sound" that child must be healthy in their prayers and worships), and they accept that it will be so. The disclosure that the

wanted for kid has a disability can be viewed as decimating the deepest desires held by the guardians. Guardians need to lament the loss of these deepest desires.

School counsellors can react by framing guardian bolster gatherings or alluding guardians to existing care groups, either school-based or in the network. Such gatherings can standardize these and different worries for guardians and fill in as a wellspring of help and consolation. Furthermore, the school managers, counsellors and guide can suggest books. Such books likewise offer a path for school counsellors to find out about the emotions and points of view of a scope of guardians of kids with handicaps and, subsequently, to create more noteworthy comprehension and sympathy for guardians of kids with incapacities.

b) Fulfilling Parents for wellbeing concerns and security: The guardians of exceptional need youngsters commonly want to be engaged with all parts of their kids' improvement and training. In this manner, to a considerably more noteworthy degree than before, the guardians of youngsters with incapacities can be required to be included and worried about the wellbeing of their kids. Now and then numerous guardians of students with disabilities used to see schools as hazardous.

Guardians of kids with disabilities may see that their youngsters are progressively powerless against mishaps and wounds because of their incapacities. They may stress, for example, that their kids with physical or tactile weaknesses are at risk for falling on stairways, on play areas, and in different pieces of the school. They may stress over the potential for injury while utilizing hardware in the science research facility, art and crafts room, or family and customer science

classroom. Field outings and transportation may introduce different open doors for worries about wellbeing and injury. Along with this, guardians might be worried that school faculty may accidentally harm the students, because of an absence of information about how to deal with moves all through a wheelchair, for instance. Moreover, guardians might be worried that their kids with incapacities might be tormented and harmed by different understudies, with their inabilities making them both a more probable objective and increasingly helpless. These worries are increasingly muddled for the guardians of understudies with constrained correspondence capacity; guardians may stress that such understudies will be not able to report injury or tormenting to class work force or to them.

Despite the fact that worries about wellbeing are genuine and perhaps all around established, they additionally can lead guardians to overprotect their youngsters to a degree that isn't useful to the understudies' improvement.

It is significant for the school counsellor to regard these genuine and genuine parental concerns. School counsellors can serve a significant job in, on one hand, consoling and instructing parents with respect to estimates taken at school to guarantee kids' security and, then again, cautioning school authorities to wellbeing worries that need consideration. An extra significant job for school advisors working with guardians of understudies with inabilities is to urge guardians to enable their youngsters to create freedom by not overprotecting them. In spite of the fact that creation such changes might be hard for guardians, they can benefit from outside intervention to see that cultivating autonomy is in the long haul eventual benefits of the youngster.

c) Preparing other parents, guardians and children: The number of understudies with disabilities remembered for general training study classrooms keeps on expanding. Though, guardians of students with disabilities may have worries about the mentalities and acknowledgment of other, nondisabled students and those students' parents. Guardians of youngsters with handicaps "can't really rely upon other's suitable activities and responses".

Regardless of the development toward school classroom consideration, numerous students without incapacities may have had next to zero introductions to individuals with incapability. The previous might be interested or frightful or dismissing or react in yet different manners. School counsellors have a task to carry out in the education of all students about disabilities all in all and about a cohort's inability specifically. Guardians of kids with inabilities may have worries about the substance of the data being introduced to their youngster's companions about handicaps or about the way where it is introduced. Among these worries might be exactness of the data introduced, potential infringement of the youngster's security, regardless of whether the emphasis is on what the kid can't do versus what the kid can, and whether feelings, for example, feel sorry for are probably going to be evoked. The school counsellors ought to talk with guardians about information to be given to the students' cohorts regard worries that the guardians may raise, and make suitable alterations whenever mentioned. The topic of whether the understudy with incapacity ought to be available for the introduction or pardoned from the classroom may emerge. In spite of the fact that it is aware and proper to remember guardians for this decision, the ideal methodology is likewise to give the youngster himself a voice in the issue.

Occasions, for example, class kick off evenings, school open houses, and parent-teacher association gatherings give chances to class-school counsellors to present info and education about students with incapacities to the larger parent populace of the school. Such demonstrations might comprise overall figures about disabilities, the law prevailing the education of students with disabilities, and how one's school is forthcoming the presence of students with debilities. School counsellors may need to access with the parents of students with disabilities within the school about any concerns they may have about such an appearance. Again, such concerns need to be heard and responded to with care and respect.

School counsellors should take care not to disrupt the privacy of individual students in such appearances. Finally, school counsellors may want to invite parents of children with incapacities and students with disabilities themselves to be a piece of their instructive endeavours. Guardians as well as understudies might be keen on making introductions to classes, instructors, or gatherings of guardians. Frequently, such moderators, talking from individual experience, are especially successful instructors.

d) Companionships with ordinary children: Companionships play a significant job in the life of the developing juvenile. Associations with peers assume a vital job in young people's character development. All guardians need their kids to have companions. Guardians of youngsters with disabilities might be especially worried about their kids' capacities to make and keep companions.

School counsellors can be dynamic from numerous points of view in helping understudies with incapacities to set up

fellowships inside the school network. Educating the school stakeholders, conversed above, is an essential step toward separating down attitudinal and enlightening obstructions that may block the improvement of friendship for understudies with inabilities. What's more, as a feature of a little gathering advising program, school counsellor can make companionship cohorts and remember understudies with inabilities for those gatherings alongside their nondisabled peers. School counsellors also can work with individual children with a focus on their difficulties in forming friendships, helping them to recognize the wellspring of their troubles and approaches to conquer them. School counsellors can fill in as a wellspring of data and assessment as far as understudies' advancement toward social improvement objectives. They can impart these potential outcomes to guardians of understudies with handicaps, cooperating with them to assist understudies with inabilities make companions.

e) Potential for discounting child's abilities: School counsellors can help as promoters for kids with disabilities within their schools and can assist to teach teachers to look outside the child's incapacity to his or her capabilities.

The miscalculation of the child's capabilities may be territory of specific worry to the guardians of twice outstanding kids, who have incapacity and are skilled. Documentation proof of skill in youngsters with incapacities is tricky, on the grounds that the strategies ordinarily utilized for identification, for example, state sanctioned tests may not be fitting for use with understudies with handicaps without changes and adjustments. Another basic technique for recognizable proof is referral and suggestion by educators, which likewise might be more averse to

happen for understudies with handicaps whose potential might be covered up. Talent might be communicated diversely in understudies with handicaps. In cases in which understudies have paraprofessional instructional assistants, instructors may have worries about whether study hall work is that of the understudy or of the grown-up helper, or guardians may stress that the educator will have these worries.

Understanding the worries of guardians of youngsters with inabilities is a significant initial step to class counsellors filling in as a backer for understudies with incapacities and their guardians.

School counsellors have a task to carry out as supporters for twice-uncommon youngsters. Maybe schools ought to be urged to expand the manners by which understudies are recognized for and eluded to skilled projects so as to distinguish talented youngsters with incapacities. School counsellors can talk with a custom curriculum educators or school therapists about appraisal choices or with educators in skilled training about the qualities of talented youngsters, and they can speak with guardians about elective techniques for understudy distinguishing proof. School guides additionally can advocate for twice-excellent understudies with educators, advising them that both the handicap and the talent should be suited.

f) Role in Transitions: School counsellors can be extremely helpful in easing transitions of special need children from one level to another level (play group to primary, primary to secondary or upper primary etc.). Chances to visit and become acquainted with the new school before the progress can be advantageous. Counting future cohorts (current students) of the approaching students in these visits can assist with building

recognition in both the approaching understudy and the future schoolmates. It likewise is significant for the approaching students to meet educators during such visits. On the off chance that proper to the age of the understudy, guardians can be involved for such a visit, or guardians may be obliged in a different visit to permit the understudy more freedom. These pre-passage visits ought to be notwithstanding, not instead of, new-students directions went to by every new understudy to the school. To keep understudies with inabilities separate from the ordinary new-student orientation programs singles them out and deny them of the chance to take an interest in a significant school occasion and the chance to make social contacts. Cautious, careful change arranging, including pre-passage preparing for school work force, will be consoling to guardians. School instructors and counsellors additionally ought to recognize that school advances are distressing and standardize those pressure responses for guardians and understudies. Advances offer another fitting chance to welcome guardians to take an interest in parent bolster gatherings.

SUGGESTIONS

Being as a counsellor believes the collective “we” ultimately have the same goal – we want our children (students) to develop into happy, self-sufficient, successful and contributing adults. This voyage, from the guardian or instructors’ perception isn’t a conventional line of upward advancement; we will have collisions and falls all along the way. For the perfect Effective Inclusive Schooling Practices this paper suggest various strategies that will support all the stakeholders of the inclusive education need to work together where they require to fulfil the following aspect in the schools.

- High expectations for all learners,
- Specialized joint effort and,
- A culture of shared possession for the accomplishment all things considered,
- Rich, movement based and separated guidance with adaptable gathering,
- A regular jargon for comprehensive practices,
- An individualized, student focused procedure that drives how you utilize your assets,
- Leadership for the benefit of all.
- Effort should be directed toward promoting positive parenting behaviours that will protect against unconstructive stressors that come from children's learning success in school.
- Educational schemes must discover and work towards merging of all the variables that have an effect on learner results.
- In order to grow parent- school association, efforts should be directed towards training teachers about some basic and possibly new skills for communication and cooperation with parents.
- Effort should be directed towards strategies that increase the value and occurrence of parent-teacher interaction as this will significantly improve home-school partnership, and support academic growth and achievement.

At the point when we have these set up, we regularly observe schools and areas with expanded scholastic outcomes for all gatherings, less referrals for a specialized curriculum, less control issues, more noteworthy expert viability and expanded

participation rates for the two understudies and staff.

Thinking about guardians' interests and others with comparative stresses, all partners must arrangement an agreeable and sure with individualized training plan that boosts comprehensive schooling.

CONCLUSIONS

Model of inclusion in education does not limit merely to classroom walls or school complex but it brings about changes in the assertiveness of children and adults towards their life in general. One learns to receive the strong point and febleness of others and get sideways with each other. One figures out how to acknowledge the qualities and shortcomings of others and coexist with one another. This capacity to modify and adjust is a significant attribute required in each individual with the goal that they create brilliant relational aptitudes and live in congruity. Such a demeanour helps in seeing one another and can take care of most of relationship issues looked in this day and age. Right now, build up their emotional intelligence. A mission approach is needed to make the provisions for inclusive education in the Right to Education Act 2009 and Rights of Persons with Disabilities Act 2016 universally available in all educational organizations—public as well as private. Educational associations in the private and NGO sector have made a beginning in introducing inclusive education. Nevertheless, maximum schools for special need children are in urban area and locality. The urgent demand is to absorb from these revolutionary efforts to make comprehensive education an authenticity in public segment institutions at scale. As the nation strengthens the education sector further, the universalization of inclusive schooling in the

community and private sectors must become a foundational principle of the nation's education area. There are special the need for resources for inclusive education to be viable, teachers and schools need to be given sufficient financial and material resources, training and other forms of support. Schools should make special arrangements for children with disabilities; they should appoint professional counsellor and psychologist for better understanding of the children. Parents must also be in touch with all the stakeholders of this community.

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