INCLUSIVE SEMANTIC CLASS

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Forwards

First and foremost, we would like to express our deepest gratitude to the world creator for His infinite mercy and grace, which have enabled us to complete this book, *Inclusive Semantic Class*. This work is research-based on teaching English semantics in EFL class within an inclusive classroom setting in one of private schools in North Sumatra.

This book serves comprehensive issues of inclusive education for lecturers, university students, teachers, and anyone who are interested in the issues. By presenting the material in informative style, we aim to ensure that the concepts are easily to figure out and effectively implement in practices.

We have made every effort to ensure the quality and relevance of the content to the practical issues. We realize that this book still requires suggestion and idea contribution from readers. As such, we welcome and greatly appreciate any feedback, constructive criticism, or suggestions to get improvement for the next publishing.

It is our sincere hope that this book will provide a meaningful contribution to the field of education world, enriching the existing literature and supporting the intellectual development for the readers.

We trust that this work will be a significant step towards broader understanding on the semantic teaching in inclusive EFL Class, paving the way for more valuable academic endeavors in the future.

Authors:

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Introduction

Inclusive education is a system that responds to the diverse needs of all students, ensuring that every child can learn, regardless of their abilities or requirements. This includes making teaching, curriculum, and school facilities accessible and appropriate for all students at every level (UNICEF, 2017). The core principle of inclusive education is that all children, including those with special educational needs (SEN), learn together in the same schools. This approach is legally reinforced in Indonesia by the 1945 Constitution. Article 32, Paragraph 1 of the Constitution asserts that "every citizen has the right to education," while Paragraph 2 mandates that "every child is obliged to attend basic education, and the government is obliged to finance it." Furthermore, Law No. 20 of 2003 concerning the National Education System emphasizes that "every citizen has the same right to obtain quality education" (Indonesian Government, 2003). These provisions provide a legal foundation for inclusive education within Indonesian society.

Despite this legal framework, inclusive education in Indonesia, particularly for Students With Special Needs (SWSN) requires more focused attention. Inclusive education entails educating children with

special needs alongside their typically developing peers within the same classroom. However, research suggests that societal attitudes toward students with Special Education Needs (SEN) remain mixed. LoBianco and Sheppard-Jones (2007) found that in various societies, including Indonesia, children with Special Education Needs (SEN) are not consistently prioritized in educational systems. For instance, in lower socio-economic communities, families may struggle to provide environments conducive to the development of children with special needs (Widyawati et al., 2022). Nonetheless, societal perceptions of children with SEN have gradually shifted, in part due to improvements in the quality of education for SEN students. Existing research has explored the challenges of teaching students with SEN (Park & Thomas, 2012), and some studies have examined how SEN students can be integrated into English as a Foreign Language (EFL) classrooms (Lewis et al., 2017).

However, there remains a significant gap in the literature regarding the role of Learning Support Assistants (LSAs) in EFL instruction for students with SEN. To address this gap, the current study investigates how One of Islamic Private Schools in North Sumatra implements inclusive semantic class in EFL teaching, it focuses on how the school supports students with special needs in language teaching. Globally, inclusive education is recognized as a vital strategy for promoting equitable societies. The United Nations Convention on the Rights of Persons with Disabilities (CRPD), adopted in 2006, emphasizes the right of people with disabilities to participate fully in the general education system (United Nations,

2006). UNICEF also defines inclusive education as an approach that ensures all children learn together in the same schools by removing barriers to learning and participation (UNICEF, 2017). Furthermore, inclusive education is essential for achieving Sustainable Development Goal, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (United Nations, 2015).

In Indonesia, the legal framework for inclusive education is well established, but challenges persist. Although the 1945 Constitution and Law No. 20 of 2003 guarantee every citizen's right to quality education, access to education for SEN students is often limited due to insufficient infrastructure, societal attitudes, and a lack of trained educators (Indonesian Government, 2003). LoBianco and Sheppard-Jones (2007) noted that across different contexts, the educational needs of children with disabilities are often overlooked. Widyawati et al. (2022) found that families from lower socio-economic backgrounds in Indonesia face additional difficulties in providing adequate support for their children with special needs.

Despite these challenges, societal attitudes toward inclusive education are evolving. Research by Andresen (2000) and Park and Thomas (2012) highlights the growing recognition of the importance of supporting SEN students, while Lewis et al. (2017) emphasize the potential of teaching EFL to students with SEN. This shift in perspective underscores the importance of developing inclusive educational practices.

This research finding contributes to the broader understanding of how inclusive education can be effectively implemented in language learning environments. Furthermore, it offers practical recommendations for lecturers, university students, schools, educators, and policymakers seeking to improve inclusive education in Indonesia.

Chapter I
Semantic Issues in EFL Class

Semantics is the branch of linguistics that studies meaning in language. It explores how words, phrases, sentences, and texts convey meaning, and how that meaning is understood by speakers and listeners. The field covers a range of topics, from the basic meanings of individual words (lexical semantics) to how meaning is constructed in larger contexts, including sentence structures and discourse.

The study of semantics is concerned with both literal meaning—the direct meaning of words and sentences—and non-literal meaning, which includes figurative language like metaphors, idioms, and irony. Semantics also examines sense and reference, which are two fundamental aspects of meaning. Sense refers to the inherent meaning of words, while reference is concerned with how words relate to the world, such as pointing to specific objects or concepts.

Semantics intersects with other areas of linguistics, such as syntax (sentence structure) and pragmatics (the study of meaning in context), making it a central area of study for understanding how language functions in communication.

At its core, semantics is about understanding how language users assign meanings to words and how those meanings are shaped by context, culture, and the cognitive processes involved in interpreting language. As such, it is crucial for various applications, including language learning, translation, artificial intelligence, and the development of natural language processing (NLP) technologies.

In an English as a Foreign Language (EFL) class, understanding semantics is important for helping students learn how words, phrases, and sentences convey meaning in different situations. The study of semantics includes some different areas, such as:

1.1. **Lexical Semantics.**

Lexical semantics is the subfield of semantics (the study of meaning in language) that focuses on the meaning of words and their relationships within the lexicon of a language. The lexicon refers to the complete set of words and expressions in a language, along with information about their meanings, pronunciation, grammatical properties, and usage.

In simple terms, lexical semantics is concerned with how words convey meaning and how their meanings are structured, interpreted, and related to one another in the mental lexicon of speakers. The main Concepts in Lexical Semantics can be seen in the following:

1. *Word Meaning*: Lexical semantics addresses the meaning of individual words, which can range from simple concepts to more complex ones. For example:

i. *Simple words*: "dog," "run," "happy."

ii. *Complex words:* "bicycle," "unhappiness," and "counterproductive."

2. *Sense and Reference:*

   i. *Sense:* The sense of a word refers to its intrinsic meaning or the concept it represents in the mind. For example, the sense of the word "dog" is the general idea or concept of a dog, independent of any specific dog.

   ii. *Reference:* The reference of a word is the specific entity or object it points to in the real world. For example, *"dog"* refers to any individual dog, like *your pet dog Max*.

3. *Polysemy*: This refers to the phenomenon where a single word has multiple related meanings. For example, the word "bank" can refer to a financial institution, the side of a river, or a place where you store something (like a "blood bank").

4. *Homonymy*: This is a situation where a word has multiple meanings, but those meanings are not related. For example, the word "bat" can refer to both a flying mammal and a piece of sports equipment.

5. *Synonymy:* Two words are synonymous if they share a similar or identical meaning in some contexts. For instance, *"big"* and *"large"* can often be used interchangeably. However, perfect synonyms are rare, as context and nuances often differentiate them.

6. *Antonymy*: Antonyms are words that have opposite meanings. There are different types of antonyms:

   i. *Gradable antonyms:* These are opposites on a scale, such as "hot" and "cold."

   ii. *Complementary antonyms:* These are pairs where one word's existence excludes the other, such as "alive" and "dead."

   iii. *Relational antonyms:* These words have opposite roles in a relationship, like "teacher" and "student."

7. *Hyponymy and Hypernymy*:

   i. *Hyponymy:* A hyponym is a word whose meaning is more specific than that of another word. For example, "rose" is a hyponym of "flower."

   ii. *Hypernymy:* A hypernym is a more general term that encompasses other words. "Flower" is a hypernym of "rose."

8. *Meronymy and Holonymy:*

   i. *Meronymy:* A meronym is a word that refers to a part of something. For example, "wheel" is a meronym of "car."

   ii. *Holonymy:* A holonym is a word that refers to a whole that consists of parts. For instance, "car" is a holonym of "wheel."

9. *Word Formation:* Lexical semantics also deals with how words are created or derived. This includes processes like:

   i. *Compounding:* Combining two words to form a new one (e.g., "toothbrush").

ii. Affixation: Adding prefixes or suffixes to words to change their meaning (e.g., *"unhappy" from "happy"*).

iii. Conversion: Changing the grammatical category of a word without adding affixes (e.g., *"to run" (verb) → "a run" (noun)).*

In the Lexical semantics, we find some fields of study and application namely:

1. *Computational Linguistics:* Understanding the meaning of words is essential for machine translation, natural language processing, and artificial intelligence systems. Algorithms that model lexical semantics help computers understand the nuanced meanings of words and phrases.

2. *Cognitive Science:* Lexical semantics contributes to theories of how humans mentally represent and process the meanings of words, how words are organized in the mind, and how these meanings are used in communication.

3. *Language Teaching and Learning:* Understanding lexical semantics is important in language education, as it helps learners grasp how words relate to each other and to the broader context of communication.

4. *Dictionaries and Thesauruses:* Lexical semantics is fundamental in the creation of dictionaries, where word meanings are explained, and thesauruses, where synonyms and antonyms are listed.

5. *Philosophy of Language*: Lexical semantics also informs debates in the philosophy of language about meaning, reference, and the relationship between language and the world.

There are several theoretical approaches are used to analyze the meaning of words. Some prominent theories include:

1. *Componential Analysis:* This theory suggests that the meaning of a word can be broken down into smaller components or features. For example, the word "bachelor" can be analyzed as [+human], [+adult], [+male], and   [-married].

2. *Prototype Theory:* According to this theory, the meaning of a word is not always precisely defined but is instead understood through the most typical examples or "prototypes" of a category. For example, the prototype of the word "bird" might be a robin, which represents the typical features of a bird, but it also includes other species like penguins or ostriches, even though they don't exactly fit the prototype.

3. *Frame Semantics:* This approach suggests that word meanings are understood in relation to larger cognitive structures or "frames." For example, the word "buy" is understood through the frame of a transaction, which includes roles like a buyer, seller, and item being exchanged.

4. *Truth-Conditional Semantics:* This theory is based on the idea that the meaning of a sentence can be understood in terms of the conditions under which it would be true or false. While it's more commonly associated with sentence-level semantics, it also

applies to understanding individual word meanings in relation to the truth conditions they create.

5. *Distributive Semantics:* This theory involves looking at the distribution of words across different contexts and the patterns of their use. It's often used in computational linguistics and natural language processing. Lexical also semantics focuses on individual words and their meanings. This includes:

A. Denotation (the literal meaning of words),

In semantics, denotation refers to the literal, primary meaning of a word or expression—the definition that is typically found in a dictionary. It is the straightforward, explicit meaning that a word conveys without considering any emotions, associations, or connotations that might also accompany it. Denotation is contrasted with connotation, which encompasses the additional meanings, feelings, or associations a word may have in different contexts.

When we speak of denotation, we are referring to the object, idea, or concept a word directly points to, without any extra interpretation based on context or societal influences. For instance, the denotation of the word "dog" refers to a domesticated animal of the species *Canis lupus familiaris*, a specific biological entity, regardless of whether the speaker feels affection or disdain for it.

1. *Denotation in Context*

To better understand denotation, it's helpful to look at examples in context:

Example 1: The word "apple" denotes a round, typically red or green fruit of the species *Malus domestica*. No matter the cultural background or emotional attachment, this is the fundamental meaning of "apple."

Example 2: In a sentence like "The tree was tall," the denotation of "tree" is simply a perennial plant with an elongated stem, typically supporting branches and leaves. Here, "tree" is used to describe the actual plant, without any cultural or symbolic nuances attached.

Denotation is essential in language because it provides a common ground for understanding, as it avoids the ambiguity that can arise from personal interpretations, emotions, or symbolic uses of language. It allows for clarity and precision in communication (Yule, 2010:23).

2. *Denotation and Word Meaning*

When teaching semantics in an English as a Foreign Language (EFL) class, it's important to focus on denotation, which is the main or basic meaning of a word. This helps students avoid confusion, especially when they come across words with different meanings depending on the situation. For example, the word "bat" can refer to a flying mammal or a piece of sports equipment. By understanding denotation, students can learn the basic meaning of each word, helping them know which meaning is correct in different contexts.

In this way, teaching denotation provides a foundation for students to build their understanding of polysemy (words with

multiple meanings) and contextual meaning (how context can alter the understanding of words) (Levinson, 1983:12).

3. *Denotation vs. Connotation*

a. *Denotation* refers to the literal meaning, connotation adds layers to the word's meaning. *For example*, the word *"snake"* has the denotation of a reptile, but it might have negative connotations of treachery or danger, depending on the context or cultural associations. Understanding both denotation and connotation is vital for a comprehensive grasp of language (Cruse, 2000:8).

b. *Connotation*

In semantics, connotation refers to the additional meanings, feelings, or ideas that a word brings to mind beyond its basic, literal meaning. While denotation is the direct, straightforward definition of a word, connotation includes the emotions, ideas, and cultural or social connections that people associate with it. For example, the word *"home"* might denote a place where someone lives, but its connotations could include warmth, safety, or comfort. Connotations can change depending on who is speaking, who is listening, and the situation. They are important because they affect how we feel and how we interact with others.

For example, the word *"home"* has the denotative meaning of "a place where one lives," but its connotations could

include warmth, safety, comfort, family, and even nostalgia. These connotations are subjective and can differ depending on an individual's experiences or cultural background.

Connotations can be positive, negative, or neutral, and they are often influenced by social, cultural, and emotional factors. For example, the word "mother" might bring to mind feelings of love, care, and protection, which are positive connotations. On the other hand, the word "witch" might make people think of evil or danger, which are negative connotations. Even though both words refer to specific ideas that everyone understands, their emotional and cultural meanings can be very different.

Example 1: The word "childish" has a negative connotation, often implying immaturity or foolishness, even though its denotation simply refers to something characteristic of a child. In contrast, "childlike" can have a more neutral or even positive connotation, suggesting innocence or wonder.

Example 2: The word "slim" might have positive connotations of beauty or health, whereas the word "skinny" could have negative connotations, suggesting frailty or undernourishment, depending on the context.

Connotations also differ across cultures and languages. For instance, *"white"* might connote purity, peace, and goodness in some cultures, while in other contexts, it may have a neutral or even negative association, such as with a *"white lie"* or a *"white elephant"*.

4. Importance of Connotation in EFL

In an English as a Foreign Language (EFL) classroom, understanding connotation is important for learners because it helps them grasp the subtleties of the language and use it more effectively in communication. EFL students must recognize that words often carry additional meanings that affect how messages are received. Teachers can provide examples that illustrate how connotations can change the tone, emotional weight, or even the politeness of a sentence. *For example*, the word "cheap" may be used neutrally to mean something inexpensive, but in a context where it refers to a product's low quality, it can carry a negative connotation. On the other hand, the word *"affordable"* might have a more positive or neutral connotation in the same context (Cruse, 2000:13).

In EFL teaching, learners need to understand both aspects of word meaning. By distinguishing between the neutral, factual denotation and the emotionally charged connotation, students can use language more precisely and appropriately (Levinson, 1983:12).

B. Polysemy

In semantics, polysemy refers to the phenomenon where a single word has multiple meanings that are related by a common concept or theme. These different meanings of a word usually arise from the evolution of language, where a word starts with a basic meaning and over time develops other meanings that are contextually linked to the

original sense. Polysemy is a common feature in most languages and plays a significant role in how meaning is conveyed and interpreted.

For example, the word "bank" is polysemous because it can refer to:

1. A financial institution where people deposit and withdraw money (e.g., "I went to the bank to open an account").

2. The side of a river or stream (e.g., "We sat on the bank of the river").

3. A place where a collection of something is stored, such as a *"blood bank"* or *"a data bank."*

In all these meanings, *"bank"* retains a conceptual connection to the idea of a *"place"* or *"repository,"* but each meaning applies in a different context.

1. *Polysemy in Context*

The meanings of polysemous words are often disambiguated through context. For instance, when the word "bat" is used:

• In a sports context, it refers to a piece of equipment used in games like baseball or cricket (e.g., "He hit the ball with a bat").

• In a biological context, it refers to a flying mammal (e.g., "A bat flew through the cave"). Even though the word "bat" has distinct meanings in these contexts, both meanings share a

conceptual link in that they refer to objects used in a particular way (a bat as an instrument or a creature).

2. *Importance of Polysemy in EFL*

In an English as a Foreign Language (EFL) classroom, it's important for students to understand polysemy, which means that some words can have different meanings depending on how they are used. EFL learners need to recognize this so they can understand words correctly in different situations. Teachers can help by giving exercises where students have to figure out the right meaning of a word by looking at the context around it. This way, students can practice choosing the correct meaning based on the clues in the sentence.

For example, in a sentence like "The bank was closed," students would need to discern whether "bank" refers to a financial institution or the side of a river. Similarly, understanding how polysemy works is essential for students to avoid confusion and to build a more sophisticated vocabulary (Cruse, 2000:18).

3. *Polysemy vs. Homonymy*

It is important to differentiate between polysemy and homonymy. While both involve words with multiple meanings, the key difference lies in the relationship between the meanings. Polysemy involves meanings that are conceptually related, while homonymy refers to words that have the same form but entirely unrelated meanings.

For example:

- The word *"bat"* (a piece of sports equipment) and *"bat"* (a flying mammal) are *polysemous,* because both meanings are conceptually linked by the general idea of "a bat being a thing that flies or is used to strike."

In contrast, the word "bank" (a financial institution) and "bank" (the side of a river) are often considered homonyms, as their meanings are unrelated and have no conceptual link to each other (Levinson, 1983:26). In the classroom, it is important to clarify this distinction to prevent misunderstandings.

4. *Polysemy in Word Formation*

Polysemy also plays a role in the formation of new meanings as language evolves. Words can acquire new meanings through processes like *metaphor* and *metonymy*, which often rely on polysemy. For example, the word "head" can mean:

1. The uppermost part of the human body (e.g., "He has a headache").

The leader or chief of a group (e.g., "She is the head of the company"). In this case, the meaning of "head" has expanded metaphorically from a physical object (the part of the body) to a figurative concept (leadership) (Swan, 2005:72).

1.2. **Sentential Semantics**

Sentential semantics is the branch of semantics that focuses on how the meanings of words combine within sentences to form the

overall meaning of the sentence. It investigates how sentence structure, word order, and syntactic relationships between words contribute to the meaning of the whole sentence. Sentential semantics is crucial because understanding how meanings combine allows for accurate interpretation and production of sentences in natural language. There are some aspects of Sentential Semantics

A. Compositionality

One of the key principles in sentential semantics is *compositionality,* which states that the meaning of a sentence is determined by the meanings of its parts (words) and the way those parts are combined according to the rules of syntax. This principle assumes that the meaning of a sentence can be predicted if the meanings of individual words and their syntactic structure are known.

For example, in the sentence "The cat sat on the mat":

- "The cat" refers to a specific animal,

- "sat" denotes the action of resting in a seated position,

- "on the mat" indicates the location of the action. The meaning of the entire sentence comes from combining these parts according to the grammatical structure (Levinson, 1983: 39).

B. Word Order

The word order of a sentence plays a critical role in determining its meaning in sentential semantics. In languages like English, word

order is essential for distinguishing between subject, verb, and object roles, which affects the meaning of a sentence. For example:

"The dog chased the cat" has a different meaning than "The cat chased the dog," even though the same words are used. The difference lies in the syntactic arrangement of the words.

The syntactic rules governing word order in a sentence ensure that the intended meaning is communicated. This is particularly important for learners of English as a Foreign Language (EFL), who need to master sentence structure to convey clear and accurate meaning (Yule, 2010:112).

C. Ambiguity in Sentences

Ambiguity arises when a sentence can be interpreted in more than one way, either because of its syntactic structure or because of the meanings of the individual words used. Sentential semantics addresses the different types of ambiguity:

- *Structural ambiguity:* When the sentence structure allows for multiple interpretations.

- *Lexical ambiguity:* When a word in the sentence has multiple meanings.

For example, the sentence "I saw the man with the telescope" can be interpreted in two ways:

- The speaker saw a man who had a telescope (lexical ambiguity).

- The speaker used a telescope to see the man (structural ambiguity).

Understanding ambiguity is crucial for interpreting sentences correctly and for teaching EFL students how to navigate and resolve such ambiguities based on context (Cruse, 2000:22).

1.3. Sentential Modifiers and Scope

Modifiers are words or phrases that provide additional information about other elements in a sentence. The placement of modifiers affects sentence meaning and can influence the scope of meaning in a sentence. For example:

- "Only John read the book" suggests that John was the only one who read the book.

- "John only read the book" suggests that John did not do anything else, but just read the book.

The scope of modifiers—how broadly or narrowly they apply to other parts of the sentence—determines how the overall meaning is constructed. This concept is vital for students learning to manipulate meaning through sentence structure (Swan, 2005:68).

1.4. Contextual Meaning in EFL

Contextual meaning refers to how the meaning of a word, phrase, or sentence can change depending on the surrounding context in which it is used. In linguistics, this concept is crucial because words can have multiple meanings (polysemy) or may be interpreted in different

ways depending on factors like situation, cultural background, and speaker intent. In the context of English as a Foreign Language (EFL), understanding contextual meaning is essential for learners to navigate how language works in real-world communication. Without this understanding, students might misunderstand or misuse words when they fail to recognize the contextual factors that influence meaning.

The ability to grasp contextual meaning is important for both comprehension and production. It allows them to understand how words or sentences can change their meaning based on the surrounding language and situational circumstances. For example, a student might understand the individual meanings of words in a sentence but might not fully comprehend the sentence's meaning if they do not consider the context in which it is spoken or written.

Understanding context is also vital for avoiding false friends (words that look or sound similar in different languages but have different meanings), managing ambiguous expressions, and interpreting idiomatic expressions. There are some factors influencing contextual meaning namely:

a. *Lexical Context* The meaning of a word can be influenced by the words around it. This is called *lexical context*. Words often clarify or modify each other's meanings. For example:

o "I *drove* the car." The verb "drove" is understood in the context of operating a vehicle.

o "I *drove* the conversation in a new direction." Here, "drove" is metaphorically used to mean directing or guiding.

In EFL contexts, students must learn to interpret words based on their specific usage in a sentence rather than just relying on their dictionary meanings.

Quotation: "Lexical context refers to the influence of surrounding words on the meaning of a particular word or phrase" (Levinson, 1983:45).

b. *Situational Context Situational context* refers to the physical or social setting in which communication takes place. For instance:

o If someone says, "It's cold in here," in a room full of people, it could be a *direct request* for the window to be closed.

o In contrast, if the same phrase is said in a casual conversation while walking outside in winter, it might just be an observation rather than a request.

For EFL learners, recognizing the *situation* in which language is used helps them understand indirect speech acts, intentions, and politeness strategies. In English, expressions often depend on context to determine if a statement is a request, a command, or a suggestion (Yule, 2010:124).

c. *Cultural Context* Words or phrases can carry different meanings depending on the cultural background of the speaker and listener. This is especially true in English, where certain idiomatic expressions, references, or slang may be understood by native speakers but could be confusing to EFL learners. For example:

o The phrase *"break the ice"* (meaning to initiate a conversation in a social setting) may be confusing to a learner who interprets it literally.

o Similarly, *"hit the sack"* (meaning to go to bed) may be misunderstood if the learner is unfamiliar with this idiom.

Cultural context also plays a role in understanding the social appropriateness of language. Different cultures may have varying norms for addressing people, making requests, or expressing politeness. EFL learners must be taught how contextual meaning shifts due to cultural influences (Swan, 2005:96).

d. *Discourse Context*

Discourse context refers to the larger framework of conversation or writing in which language is used. For instance, a word or phrase might have a specific meaning within a given text or conversation. In EFL, discourse context can affect how students interpret ambiguous statements or complex phrases. For example:

o In a conversation about a movie, the phrase *"He's a great actor"* would likely refer to someone's skill in acting.

o However, if someone says *"He's a great actor"* in a conversation about a politician, the phrase might have a different, more metaphorical meaning, suggesting that the politician is skilled at creating a persona or manipulating public opinion.

EFL learners should be trained to assess the broader context of communication to interpret sentences that have multiple meanings based on where and how they are used (Cruse, 2000:59). However in the case of contextual meaning, the followings are types of contextual meaning:

a. *Deictic Expressions (indexicals).*

Deictic expressions are words that cannot be understood without knowing the context of the speaker and the time and place of the conversation. These include pronouns, time expressions, and location words such as:

o *I* and *you* (e.g., "I am here" — the meaning of "I" and "here" depends on who is speaking and where they are).

o *Now* and *then* (e.g., "Now, I will explain" — the meaning of "now" depends on the moment of speaking).

o *This* and *that* (e.g., "This is the book I was talking about" — "this" refers to the object near the speaker).

As EFL students, they need to understand how to interpret these words, as their meaning changes depending on the situation, the speaker, and the listener.

b. *Implicature.*

Implicature refers to the meaning that is implied but not explicitly stated. It often depends on the *context* and the listener's interpretation of what is meant. For example:

o If someone says, "Can you pass the salt?" the literal meaning is a question, but the implicature is a request for the salt.

o If a person says, "I'm feeling a bit tired" after an invitation to stay longer, the implicature might be that they want to leave.

In EFL classrooms, teaching implicature helps learners understand that not all meanings are explicitly stated. They need to recognize indirect speech acts and interpret implied meanings based on context (Grice,1975:48). *Context* is one of the most important factors in semantics, especially in the EFL classroom, where learners are often introduced to the dynamic nature of language. Teachers emphasize that many words or expressions have different meanings depending on the situation. For instance:

• *Idioms* (like "kick the bucket" meaning "to die") or *metaphors* (like "time is money") often defy literal translation and require a deep understanding of culture and context to interpret correctly.

• Learners are encouraged to pay attention to how speakers use language depending on the situation, audience, and purpose of communication. For example, *"I am so hungry I could eat a horse"* is not meant literally but conveys a strong feeling of hunger (Swan, 2005:94).

c. *Pragmatics in EFL*

Pragmatics is the study of how context—both linguistic and social—affects the meaning of utterances. In EFL classes,

pragmatics is crucial because students must learn how language is used in real-world situations. They are taught to understand both *direct* and *indirect* speech acts. For example:

• The statement "Can you pass the salt?" is understood as a request in everyday conversation, not as a literal question about the ability to pass the salt.

EFL learners are also introduced to how politeness strategies and social relationships influence language use (Levinson, 1983:15).

1.5. Teaching Ambiguity and Vagueness in EFL

Teachers often use *ambiguous* or *vague* sentences to illustrate how meaning can shift depending on interpretation. Ambiguity arises when a word or phrase can be interpreted in multiple ways, and vagueness occurs when the meaning is unclear or imprecise. In the classroom, this might involve sentences like "I will meet you at the bank," where students need to determine whether the speaker is referring to a financial institution or the side of a river, based on context (Levinson, 1983:40).

1.6. Word Relationships in EFL

An essential component of semantic learning involves recognizing how words relate to each other. EFL students study:

• *Synonymy* (e.g., "happy" and "joyful"),

• *Antonymy* (e.g., "hot" and "cold"),

• *Hyponymy* (e.g., "dog" is a hyponym of "animal").

• *Meronymy* (e.g., "wheel" is part of a "car").

Understanding these relationships helps students build a more comprehensive vocabulary and aids in better understanding texts, conversations, and nuances in meaning (Cruse, 2000:50).

Semantics plays a crucial role in language teaching. Semantic needs to be taught in language teaching for several reasons:

1.7. Understanding Meaning

Semantics helps learners understand how words, phrases, and sentences convey meaning. It aids in distinguishing between similar words and understanding their nuanced differences. For example, in English, "happy" and "joyful" may have similar meanings, but subtle differences exist based on context. Teaching semantics enables students to grasp these differences and use language more precisely.

semantics helps learners understand the meaning of words, phrases, and sentences, focusing on distinguishing between similar words and understanding their nuanced differences. The example, you provided—"happy" vs "joyful"—can illustrate this concept in more detail.

In the semantic distinctions between similar Words as "happy" and "joyful" are both positive emotions, they are used in slightly different contexts and can convey different intensities or nuances of feeling. The subtle distinctions between such words are key to more precise communication.

"Happy":

Meaning: The term "happy" generally refers to a state of contentment or satisfaction. It can be a broad, somewhat general expression of positive emotional well-being.

o *Usage:* "Happy" is more commonly used in everyday contexts, and it can apply to a wide range of situations, from casual to significant moments.

Example**:** *I'm happy with my new job.*

In this sentence, "happy" conveys contentment or satisfaction, but it doesn't necessarily indicate a peak emotional state. It's more about general pleasure.

"Joyful":

o *Meaning:* "Joyful" refers to a more intense or exuberant feeling of happiness. It can indicate an expression of profound or uncontained happiness.

o *Usage:* "Joyful" is less commonly used in casual conversation and often appears in more formal or descriptive contexts, like celebrations, events, or descriptions of people experiencing deep emotion.

For example**:**

The children were joyful during the holiday celebrations"

Here, *"joyful"* indicates a higher level of exuberance, likely tied to a specific event, suggesting an outward expression of happiness that is more intense than a general state of contentment.

For leaners of language without semantic awareness, a learner might misuse *happy* when *joyful* would be more appropriate, or vice versa. In the practical implication can be seen in the following descriptions:

a. Contextual Awareness: Teaching semantics in language learning allows students to grasp when each word is best used. By recognizing the contexts in which certain words are more fitting, learners can avoid awkward or imprecise language choices.

example:

She felt happy when she heard the good news is fine, but if the emotion is more intense or celebratory, "joyful" would fit better: *She felt joyful when she heard the good news.*

b. Appropriateness: Sometimes, words like *happy* or *joyful* can have different implications based on tone or setting. In formal writing or speeches, "joyful" might sound more appropriate, while "happy" might be perceived as more casual.

c. In a formal speech or a poem, "joyful" might fit more

naturally, as the tone is elevated and the emotion more intense: "The crowd was joyful as the performance reached its peak."

1.8. Teaching Semantic Differences in Practice

Here are some ways in which semantics can be taught to help learners understand the meaning distinctions between words such as:

Contextual Examples: Presenting learners with different sentences or situations where one word fits better than another allows them to see the semantic differences in action.

"He was happy to see his friends at the party" vs. *"He was joyful as he reunited with his long-lost sibling."*

In the second sentence, "joyful" better communicates a more profound emotional reaction, and learners can understand why it's more suitable. The concept involves using context to highlight the subtle differences in meaning between words that are similar but not interchangeable in every situation. When teaching students about word choice and semantics, it's essential to show them how the emotional weight, intensity, or nuances of a word can significantly change the tone and meaning of a sentence. This approach helps learners understand why certain words work better than others in specific contexts as *happy* and *joyful*.

A Deeper Dive into Word Choice and Contextual Meaning of words can carry varying degrees of emotional intensity, formality, and connotation. Even when two words seem to be synonymous, their appropriateness depends on context—both linguistic (within a sentence or passage) and extralinguistic (real-world situation, speaker intentions, or cultural norms).

Example,

- *He was happy to see his friends at the party.*

- *He was joyful as he reunited with his long-lost sibling.*

At the first glance, both sentences describe positive emotional states, but the words "happy" and "joyful" do not convey the same level of intensity, and their different meanings shape how we understand the speaker's feelings in each situation. The difference in intensity of *"Happy"* is a more neutral, common, and general word used to describe a positive emotional state. It can refer to a wide range of

positive emotions, from mild pleasure to more intense feelings of *joy*. "Happy" is often used in everyday conversation, and it doesn't always suggest deep or profound emotions. In the first sentence, the person feels content or pleased to see friends at a party. The word "happy" works well here because it aligns with a casual social event that generally evokes pleasant but not necessarily overwhelming emotions. *"Joyful,"* on the other hand, suggests a deeper, more intense, and sometimes more outwardly expressive emotion. It's often associated with a sense of elation, excitement, or celebration. In the second sentence, "joyful" conveys a stronger emotional reaction. The reunion with a "long-lost sibling" implies that the event is significant—likely filled with intense emotions like relief, excitement, and overwhelming happiness. The word "joyful" captures the profound emotional experience of reuniting with someone after a long separation, making it a more suitable choice than "happy."

In connotation and nuance meaning, Words like *"happy"* and *"joyful"* are not only different in intensity, but they also carry distinct connotations that are tied to how we view emotions in particular context. *"Happy"* can often feel more mundane or simple. It may describe emotions felt in many casual, everyday situations—like seeing a friend at a party, receiving a small gift, or enjoying a pleasant evening. It doesn't necessarily carry the weight of a transformative or life-changing experience. The word *"Joyful"* tends to be used in contexts that describe emotions tied to deeper personal experiences. It's not just about feeling good; it's about feeling exuberant and celebratory in response to something special or extraordinary. When someone reunites with a long-lost sibling, they're likely to feel more

than just "happy"—they might feel an overwhelming rush of joy, relief, and a sense of fulfillment.

This distinction in connotation teaches learners how word choice can shape a sentence's emotional tone. They can then begin to recognize how specific words align with particular emotional contexts and how these choices affect the reader's or listener's perception of the situation. The other contexts are social, cultural, and situational context.

This distinction in connotation teaches learners how word choice can shape a sentence's emotional tone. They can then begin to recognize how specific words align with particular emotional contexts and how these choices affect the reader's or listener's perception of the situation. The other contexts are social, cultural, and situational context. For example:

- *Contextual Sensitivity*: Some words, like "happy," are more commonly used in casual or everyday conversations, while others like "joyful" may be reserved for more formal or intense situations. Words like "elated" or "ecstatic" might even be used in situations where the person is overjoyed or has experienced something truly life-changing. Teaching students to distinguish between these words allows them to navigate language more effectively, understanding not just the dictionary definition, but also when and where each word is most fitting.

- *Social Dynamics and Communication:* In different cultures or communities, words like "joyful" might also carry particular associations or cultural meanings. For instance, in certain

religious or celebratory contexts, "joy" might refer to a communal, spiritual, or ritualistic experience, whereas in casual contexts, it might refer to personal happiness. The other sight of meaning is Pragmatic perspective, the choice between "happy" and "joyful" can also reflect the speaker's intention or purpose in communication:

- *Happy*, might be a way to express a simple, everyday feeling that fits within the social norms of an informal conversation. The speaker may not want to overstate their emotion, so "happy" is an apt choice.

- *Joyful*, however, could indicate a more deliberate, emphatic communication style. If someone says they are "joyful" about reuniting with a sibling, they might want to convey the deep emotional significance of the event. In this case, using "joyful" shows that the speaker is keen to emphasize the magnitude of their emotions, possibly to highlight the rarity or importance of the reunion.

This distinction allows learners to understand how context can shape not only what is said but also *how* something is said. The emotional weight of a word can shift depending on the speaker's goals, audience, and context.

To help learners better understand the subtle differences in word choice, teachers can engage them in activities that highlight contextual meaning:

- *Contextual Word Substitution*: Present learners with various sentences and ask them to choose between different synonyms.

For instance, "He was [happy/joyful] to see his friends at the party" or "She felt [excited/ecstatic] about the upcoming vacation." Afterward, guide a discussion where students justify their word choices and explain why one word feels more fitting than another in a particular context.

- *Role Play:* Have students role-play situations where word choices might change depending on the scenario. For example, how would they describe their feelings at a wedding, a graduation, or a casual hangout with friends? These role-playing exercises help students actively experiment with language and observe how emotions and context influence word selection.

- *Emotion Mapping:* Give students a list of words (e.g., happy, content, joyful, elated, ecstatic) and ask them to place each word on a spectrum based on emotional intensity. Have students discuss real-life situations or imagined scenarios where each word would be the most appropriate.

Further, the distinction between *"happy"* and *"joyful"* provides a useful illustration of how the emotional intensity, connotations, and social implications of words shape the meaning of a sentence. By understanding these nuances, learners can better appreciate how language functions not only as a system of communication but also as a powerful tool for conveying emotions, intentions, and social cues. Presenting learners with different sentences or situations, as you suggested, allows them to see these semantic differences in action and enables them to make more informed and accurate word choices in their own language use. This deeper understanding

of context and semantics enhances both comprehension and communication skills.

- *Visual or Emotional Association:* Teachers can have students visualize or recall a specific moment of happiness or joy. For example, imagine a scene from a wedding (joyful) or receiving a good report card (happy). This exercise links the emotional context with the appropriate word.

- *Synonym Clusters:* By grouping synonyms and exploring their semantic nuances, learners can expand their vocabulary while gaining a deeper understanding of how slight shifts in meaning can change the overall tone or impression of a statement. For instance, "content," "cheerful," "glad," and "joyful" all refer to positive emotions, but their intensity and contexts vary.

Mastering semantics helps learners use language with greater precision, ensuring that they convey the intended meaning without ambiguity. In the case of *"happy"* vs. *"joyful,"* using the correct term enhances clarity:

- If you say, *"I'm joyful about passing my exam,"* it sounds like you are not just satisfied but extremely elated, which might not be the case.

- On the other hand, saying *"I'm happy about passing my exam"* reflects a more common reaction of contentment or relief.

Thus, understanding the semantics of these words helps learners avoid misunderstanding, misinterpretation, or awkward phrasing when trying to express their emotions or thoughts.

a. Contextual Understanding**.**

Words can have multiple meanings depending on the context in which they are used. Semantics helps learners understand polysemy (multiple meanings of a word) and how to interpret meanings based on the surrounding text or situation. For example, the word "bank" can mean a financial institution, the side of a river, or a place to store something. Understanding these variations based on context is a critical skill in language acquisition.

The concept of polysemy—where a single word has multiple meanings depending on the context—is a fundamental aspect of language. Understanding how to interpret the different meanings of a word based on context is essential for effective communication and comprehension. Here's a detailed explanation of how semantics plays a crucial role in helping learners navigate polysemy and understand word meanings in various contexts.

1. What is Polysemy?

Polysemy occurs when a single word has more than one meaning, but all the meanings are related in some way. Polysemous words are extremely common in language. For example, the word "bank" can refer to:

- A financial institution (a place where money is kept, borrowed, or lent),

- The side of a river (the land alongside a body of water),

- A storage place (example, *a data bank* or *a storage place* for something, like a *"blood bank"*).

Although these meanings seem very different, they all share the idea of something "being a place where things are stored" (whether it's money, water, or data). This core similarity links the various meanings.

b. Contextual Understanding in Semantics

Polysemy is a common challenge for language learners because they need to interpret which meaning of a word is intended based on the surrounding words and the context in which the word is used. This requires a strong understanding of semantics, particularly contextual meaning.

c. Context Helps Interpret Polysemy.

The meaning of a polysemous word can shift dramatically depending on the situation in which it is used. In language teaching, it is crucial for learners to be able to analyze context to choose the correct meaning of a word.

Here's how context affects the interpretation of the word "bank":

Example 1: *Bank as a Financial Institution*

- *Context:* "I need to go to the bank to withdraw some money."

- *Meaning:* In this context, "bank" clearly refers to a financial institution where people keep and manage their money. The words "withdraw" and "money" are strong contextual clues indicating this meaning.

Example 2: *Bank as the Side of a River*

- *Context:* "We sat on the bank of the river to watch the sunset."

- *Meaning:* Here, "bank" refers to the side of a river. The surrounding words, "river" and "sit," give us clues that the meaning here has nothing to do with a financial institution but rather the physical land alongside a body of water.

Example 3: *Bank as a Place to Store Something*

- *Context:* "She stored all the information in a data bank."

- *Meaning:* In this case, "bank" refers to a *storage place* or *repository* of information, not a financial institution or the side of a river. The word "data" and "stored" help clarify that the meaning is related to a collection or storage system.

d. Teaching Learners to Recognize Polysemy.

In language teaching, helping learners understand polysemy is key to fostering effective communication and comprehension. Here's how semantics plays a role in this process:

1. Exposure to Multiple Meanings**:**

Teachers should expose students to words in various contexts so they can see the different ways a word is used. By presenting sentences or dialogues that contain polysemous words in diverse contexts, students learn to identify which meaning is being used.

For example:

- The Word: "light"

    o *Meaning 1* (adjective): "The suitcase is light; I can carry it easily." (Not heavy)

    o *Meaning 2* (noun): "She turned on the light." (A source of illumination)

    o *Meaning 3* (verb): "He will light the candles." (To ignite)

By learning how the word "light" functions in different situations, students develop an understanding of its multiple meanings.

2. Analyzing Context Clues

Teachers can help students develop strategies to figure out the meaning of polysemous words by analyzing *context clues*. These clues can come from:

- *Nearby words*: Adjectives, verbs, and nouns around the word can signal which meaning is intended.

- *Overall topic:* The general subject or theme of the conversation or text provides hints about the specific meaning.

- *Tone and register:* Formal or informal language can indicate the context and help guide interpretation.

Example for Teaching Contextual Clues**:**

- *Context*: "He worked hard to build the bank of computers in the new server room."

    o *Clue:* The word "computers" and "server room" suggest that the meaning of "bank" is related to storage (a place where

computers or information are stored), rather than the side of a river or a financial institution.

3. *Using Visual Aids*

Teachers can use *images* or *visual metaphors* to help learners distinguish between meanings. For example, for the word *"bank,"* showing a picture of a riverbank vs. a financial building vs. a storage unit can help students visualize the different meanings and understand the contextual shifts.

2. Why Contextual Understanding is Important in Language Acquisition**.**

   Polysemy adds *complexity* to language, but mastering it is a crucial step in becoming proficient in a language. It allows learners to:

   • *Enhance comprehension:* Without understanding how context shapes meaning, learners might misinterpret sentences. For instance, misunderstanding "bank" could lead to confusion if one expects a financial institution in a sentence about a river.

   • *Increase vocabulary depth*: By recognizing the multiple meanings of a word, learners deepen their vocabulary knowledge. Understanding polysemy is not just about knowing that a word exists; it's about knowing how to use it in different situations.

   • *Avoid confusion:* Mastery of context helps learners avoid mistakes and communicate more precisely. For example,

saying "I need to go to the bank to get some water" would confuse a listener if the wrong meaning of "bank" is inferred.

Polysemy can be tricky for learners because:

a. *Multiple meanings can seem unrelated*: Learners might struggle with understanding how a word like "bank" can relate to a financial institution, a river, and storage. The meanings appear completely different, yet they share an underlying connection.

b. *Cultural differences:* Some polysemous meanings may vary across languages and cultures. For instance, in some languages, a word that means "store" may not have the same range of meanings as in English, leading to confusion.

In an EFL classroom, learners might study words like "bank," which can mean *a financial institution* or *the side of a river,* depending on the context. By focusing on collocations (common combinations of words), students also learn common word pairings such as "make a decision" or "take a break," which are crucial for speaking naturally. Teachers may provide exercises that help students see how words can have multiple meanings based on context and usage.

c. Contextual Meaning

Contextual meaning refers to the significance of a word, phrase, or situation as determined by its surrounding text or circumstances. Understanding context is crucial for

interpreting language accurately, as it provides essential clues that help clarify ambiguous terms and enhance comprehension.

Types of Context can be seen in the following narration:

i. Linguistic Context:

This involves the words and sentences surrounding a term. It includes:

• *Verbal Context:*

Verbal context encompasses the words surrounding a specific term or phrase within a sentence. This context can alter the meaning of words, especially those with multiple interpretations. For instance, the word "blue" can signify a color in one context ("I am wearing a blue shirt") while representing an emotion in another ("I am feeling blue today"). The surrounding words guide the listener or reader in discerning which meaning is intended. Importance of Verbal Context

1. *Clarification of Meaning:* Verbal context aids in clarifying ambiguous terms by providing additional information that shapes the understanding of a statement.

2. *Enhancement of Communication:* By considering verbal context, speakers and writers can convey their messages more effectively, ensuring that their audience interprets their intent accurately.

3. *Influence on Interpretation:* The interpretation of language is not solely dependent on individual words but is heavily

influenced by the context in which they are presented. This highlights the dynamic nature of language and communication

Examples of Verbal Context

- *Ambiguity Resolution:* Consider the sentence "The bank was closed." Without additional context, this could refer to a financial institution or the side of a river. However, if preceded by information about finances, it would likely be interpreted as referring to the financial institution.

- *Emotional Nuance:* In storytelling or dialogue, verbal context can convey emotions or attitudes. For example, "I can't believe you did that!" can express surprise or anger depending on preceding dialogue and tone.

ii. *Semantic Context,* Semantic context refers to the circumstances and factors that influence the meaning of words and phrases within a given text. Understanding semantic context is crucial for interpreting narrative texts effectively, as it encompasses various elements that shape the meaning conveyed by the language used.

There are some aspects of semantic context

- *Context of Time:* The temporal setting in which a statement is made can significantly alter its meaning. For example, a phrase that is relevant in one era may not hold the same significance in another.

- *Context of Place:* The physical or situational context can affect how language is interpreted. Different environments, such as

a classroom versus a cinema, dictate the appropriateness and meaning of certain words.

- *Context of Object:* The subject matter being discussed influences the language used. In educational contexts, for instance, terminology will likely relate directly to educational themes.

- *Completeness of Context:* Effective communication requires that both speakers and listeners share an understanding of the context. Miscommunication can occur if one party lacks the necessary background information.

- *Context of Language:* The specific language used by both parties can impact meaning. Understanding the nuances and semantics of the language is essential for accurate interpretation.

- *Context of Linguistics:* The rules governing language use also play a role in determining meaning. This includes grammar, syntax, and other linguistic structures that shape how words are understood within sentences.

iii. *Situational Context:*

Situational Context refers to the specific set of circumstances, conditions, and factors that influence or shape an event, interaction, or situation at any given time. It's about understanding the environment in which something is happening and considering the key elements that play a role in determining outcomes.

The situational context usually includes:

1. Time and Place

- *Time:* The moment or period during which the situation is occurring. This could refer to the time of day, the season, historical period, or even specific timing related to events or deadlines.

- *Place:* The physical location where the situation takes place. Context can change depending on whether the event is in a home, office, public space, or any other environment. (Jackson, 20(3): 215-230).

2. Participants

- The people involved in the situation. This includes their roles, relationships with one another, status, or position. Understanding the participants' backgrounds, goals, and communication styles are key to interpreting the situation. (Goffman, 1959)

3. Cultural and Social Influences

- The broader societal norms, values, and cultural factors that might shape behavior or expectations in the situation. This could also include power dynamics, customs, and etiquette that may affect how interactions unfold (Hall, 1976).

4. Goals and Objectives

The purpose or intentions of those involved in the situation. What are the desired outcomes or results for each participant,

and how do these shape decisions and actions? (Schmidt,102(3), 586-597).

5. Environmental or External Factors

Physical or external influences such as weather, technology, or other external conditions that could influence the situation. These factors might include things like economic conditions, political climate, or even current events that affect decision-making (Geertz, 1973).

6. Past Experiences or History

Previous events or experiences that might impact the current situation. This could include any prior interactions, past decisions, or previous outcomes that have led up to the moment (White,1987).

7. Tone and Emotional Climate

The general mood or emotional atmosphere of the situation, which might be positive, tense, neutral, etc. The tone of the interaction can influence how participants behave or react (Goleman, 1995).

8. Conflict or Challenges

• Any tensions, conflicts, or challenges that may exist within the situation. These might be between participants or in relation to external factors that need to be resolved (Fisher, 1981).

9. Expectations and Assumptions

What each party expects from the situation. This also includes any underlying assumptions that might not be explicitly stated but that influence behavior and communication (Bavelas, 2005: 40(1), 99-110).

10. Constraints or Limitations

• Any restrictions or limitations that participants may face during the situation, such as time constraints, resource limitations, or legal/regulatory boundaries (March,1958).

11. Communication Context

The way in which information is conveyed (spoken, written, non-verbal), and how this medium affects the interpretation of the situation. For example, a face-to-face conversation has different dynamics than a digital communication.

• *Work Environment:* The situational context at work would include the goals of a meeting (e.g., to resolve an issue or brainstorm), the organizational culture (e.g., formal or informal), the participants (e.g., team members, managers), and any current company challenges (e.g., financial constraints or project deadlines).

• *Social Interaction:* In a social situation, the context might involve the setting (e.g., casual gathering or formal event), the relationship between people (friends, colleagues, strangers), the mood (e.g., celebratory or somber), and any social norms (e.g., expectations of politeness or humor).

- *Conflict Resolution:* When trying to resolve a conflict, understanding the situational context is essential. The context includes the history of the conflict, the stakes for each party, their emotional state, their goals, and any constraints (like time, rules, or power dynamics (McLuhan,1964:215-130). The situational context is important because:

a. *In Communication:* It helps clarify meaning, as what's said can be interpreted differently depending on the situation. For instance, a joke made in a casual setting might be inappropriate in a formal one.

b. *In Decision-Making:* Understanding the context allows for better decisions because it involves assessing the conditions and challenges that might affect the options available.

c. *In Problem-Solving:* Recognizing the full scope of the situation helps identify the root causes of issues and develop solutions that are suitable for the specific circumstances.

12. *Cultural Context:*

Refers to traditions, beliefs, and customs specific to a group. Understanding cultural context enhances interpretation by providing insights into characters' motivations or societal norms.

13. *Historical Context:*

The timeframe and historical events surrounding a narrative or text that influence its meaning.

14. *Physical Context:*

The tangible environment where communication happens, such as settings in a story or real-world scenarios.

The contextual meaning is important because it can be used for: *Clarification of Ambiguity,* Context resolves ambiguities in language and prevents misunderstandings. For example, phrases taken "out of context" often lead to misinterpretation and *Enhanced Communication,* It enables deeper comprehension by linking words and ideas to their relevant circumstances.

2. Cultural and Conceptual Understanding

Semantics also includes how culture and concepts shape language. Different languages may use different words to express similar ideas, reflecting the unique conceptual frameworks of the cultures that speak them. By teaching semantics, language learners can gain insight into the culture and worldview embedded in the language. How *culture and concepts shape language*, focusing on *semantics*, and then elaborate on how language learners can gain insight into the culture and worldview of the speakers.

a. *Semantics and Culture*

Semantics is the study of meaning in language—how words, phrases, sentences, and texts convey meaning. It is not just about dictionary definitions, but also how words acquire specific meanings based on cultural context and experience. Culture plays a huge role in this process.

Each culture develops its own unique way of perceiving and interpreting the world, influenced by history, geography, values, religion, and social structures. These *conceptual frameworks* shape the meanings attached to words in a language. For instance,

in English, we have the concept of "privacy," which carries a specific set of values about personal space and individual rights. In contrast, some languages, such as Japanese or many Indigenous languages, may not have an equivalent word or may have a different emphasis, reflecting different social priorities.

b. *Lexical Gaps*

Because of these conceptual frameworks, some languages may have words for concepts or experiences that don't exist in other languages. This is known as a *lexical gap*. For example:

The German word "Schadenfreude" refers to the pleasure derived from someone else's misfortune. It has no exact equivalent in many languages. In the Portuguese word "saudade" expresses a deep emotional state of longing, nostalgia, or melancholy, often for something or someone that is lost. There is no simple translation for it in many other languages.

These words embody cultural concepts that are significant in the societies where they are spoken. They reflect the values, emotions, and experiences that are central to that culture.

3. Cultural Insights Through Language Learning

When you learn a language, you're not just learning how to communicate, but also gaining insight into the culture and worldview of the people who speak it. The process of language learning brings the following cultural insights:

a. Worldview and Perception

The way a language structures its vocabulary, grammar, and syntax often reflects how its speakers perceive the world. For example:

- *Time:* In English, we think of time linearly, often speaking of it as something we "spend" or "save." However, in other languages, such as *Hopi* (a Native American language), the conceptualization of time is more cyclical and closely connected to natural rhythms, such as seasons or agricultural cycles.

- *Space:* Some languages, like Guugu Yimithirr (an Aboriginal language in Australia), use cardinal directions (north, south, east, west) instead of relative directions (left, right). This reflects the cultural emphasis on orientation with respect to the environment and the sky.

b. Values and Norms

Certain words in a language can indicate the values or norms of a culture:

- *Politeness:* The Japanese language has various levels of politeness, which indicate respect and hierarchy in society.

This directly reflects the importance of social status, respect, and humility in Japanese culture.

- *Community vs. Individualism:* In many languages spoken in collectivist societies, such as Chinese or Hindi, there are frequent references to family, community, and group identity. This contrasts with the individualism emphasized in languages like English, where personal achievement is more central.

c. *Emotion and Expression*

Some languages have unique ways of expressing emotions and social relationships:

- *Emotional Language*: In many African languages, emotions are often described through metaphors based on physical sensations (like "heavy heart" or "cold hands") or with terms that connect emotions to the environment, animals, or natural forces.

- *Kinship Terms:* Some languages, like Inuktitut (spoken by the Inuit people of Canada), have many words for different types of relatives, reflecting a strong cultural value placed on kinship and family ties. Other languages may not have such distinctions, indicating a different societal focus.

d. *Cultural Practices*

Words and phrases in a language can also reflect cultural practices and traditions:

a. *Food:* Languages often have specific words for traditional foods, cooking methods, or culinary practices that are unique to that culture. For instance, Italian has distinct terms for various pasta shapes, while French has an extensive vocabulary related to wine and cheese, which reflect their centrality in Italian and French culture.

b. *Religion and Spirituality*: Many languages contain specific terms for religious concepts or practices that may be difficult to translate directly into other languages. For example, in Arabic, the word "barakah" (blessing) is deeply connected to Islamic spirituality, and it is challenging to translate this term without losing some of its spiritual and cultural significance.

4. Teaching Semantics to Language Learners

When teaching semantics in language learning, educators aim to provide learners with more than just a functional vocabulary. They guide students to understand the deeper cultural and conceptual meanings embedded in language. By emphasizing this, students can:

a. *Avoid Miscommunication*

Understanding the cultural connotations of words can help prevent misunderstandings. For instance, a word or gesture that is polite in one culture may be seen as rude in another.

b. *Build Cultural Competence*

Language learners develop cultural competence by recognizing that words are not just abstract symbols but carry the

weight of history, social structures, and worldviews. Learning a language in this way can foster respect for the people and cultures who speak it.

c. *Gain a More Holistic Understanding*

Students not only learn the mechanics of a language but also gain a more holistic understanding of the people who speak it. This includes the shared history, collective memories, and social systems that shape their language and worldview.

1. *Enhancing Communication Skills:* For effective communication, it is important to know not only *what* to say but also *how* to say it. Semantics helps learners develop a deeper understanding of word choice, connotation, and tone, ensuring that their speech is appropriate for different situations. For example, the phrase "I'm sorry" can vary in meaning based on the tone, context, and whether it's an apology or an expression of sympathy.

2. *Disambiguation:* Many languages have words that are ambiguous or have different meanings depending on their usage in a sentence. Teaching semantics enables students to disambiguate these meanings, improving comprehension and reducing misunderstandings. For instance, in English, the word "set" can mean a group of objects, to arrange something, or to adjust, depending on the sentence.

3. *Grammar and Syntax*: Semantics is closely linked to syntax (sentence structure). Understanding the meaning of individual

words and how they combine in sentences helps learners to construct grammatically correct and meaningful sentences. It supports the idea that language is not just about form but also about how words and phrases come together to communicate intended meaning.

4. *Building Vocabulary:* By focusing on semantics, students can build a more robust and versatile vocabulary. They learn not just the literal meanings of words but also their broader usage, associations, and subtle distinctions. This leads to more advanced language skills, allowing learners to express themselves more accurately and fluently.

In summary, teaching semantics in language learning helps students understand and use language more effectively, ensuring they grasp both the literal and nuanced meanings of words, enabling better communication in varied contexts.

Chapter II
Children With Special Needs

2.1 Definition of Children With Special Needs

Children with special needs are defined as those whose educational requirements necessitate specialized services that differ from those offered to typically developing peers. These children may encounter various obstacles in their learning and development, requiring tailored educational approaches to effectively address their unique needs (Gramida, 2015). Special needs can arise from conditions present at birth or may develop due to injuries or other complications during childhood. According to Kauffman and Hallahan (2005), as cited in Bendi Delphie (2006), the main categories of special needs include:

1. Intellectual Disabilities**:** Often referred to as cognitive impairments, these children experience developmental delays that affect their learning capabilities.

2. Learning Disabilities: This category includes children who, despite having average or above-average intelligence, face significant challenges in academic achievement.

3. Attention Deficit Hyperactivity Disorder (ADHD)**:** Children with ADHD may exhibit hyperactivity, impulsivity, or difficulties with attention.

4. Hearing Impairments**:** This encompasses children with various degrees of hearing loss, including those with associated emotional and behavioral disorders.

5. Speech and Language Disorders**:** These disorders affect communication abilities and may include conditions such as deafness.

6. Visual Impairments**:** This group includes children who are partially or completely blind.

7. Autism Spectrum Disorders**:** Children on the autism spectrum typically face challenges in communication, social interactions, and behavior.

8. Physical Disabilities**:** This category includes children with mobility impairments or other physical challenges.

9. Giftedness**:** This refers to children who demonstrate exceptional talents or advanced cognitive abilities in specific areas.

Children with special needs can be broadly classified into two categories: those with temporary needs and those with permanent needs**.** Recognizing these distinctions is essential for developing appropriate educational strategies and support systems tailored to the individual circumstances of each child.

Children with special needs can generally be categorized into

two groups: those with permanent special needs, resulting from specific disorders, and those with temporary special needs, arising from environmental conditions and circumstances.

Permanent special needs often stem from neurological, developmental, or physical disorders, necessitating ongoing support and specialized educational approaches. In contrast, temporary special needs may emerge in response to situational factors such as natural disasters, community unrest, or inadequate educational practices. For example, children who struggle to adapt following traumatic events may experience barriers to learning and social interaction. Similarly, bilingual children may encounter difficulties in literacy acquisition if their educational environment fails to adequately address their language needs, potentially due to instructional misalignments.

Language differences, cultural isolation, and poverty significantly impede children's learning and development. Children who grow up in environments where the language spoken at home differs from that used in educational settings often encounter challenges in fully engaging with the curriculum and participating in classroom activities.

Moreover, children with temporary special needs—whether arising from socio-economic factors, health issues, or other challenges—require timely and appropriate interventions. Without such support, these temporary difficulties can escalate into more permanent learning obstacles, adversely affecting academic performance and self-esteem.

To create a more inclusive educational environment, several strategies can be implemented:

1. Culturally Responsive Teaching: This approach involves integrating students' cultural backgrounds into the curriculum, making learning more relatable and meaningful.

2. Language Support Programs: Offering specialized programs for English language learners, alongside initiatives that encourage the maintenance of native languages, can enhance language acquisition and comprehension.

3. Targeted Interventions: Early identification and support for children facing temporary challenges are crucial to mitigating the risk of developing lasting learning difficulties.

4. Community Engagement: Collaborating with families and community organizations can provide essential resources and support, fostering a holistic approach to education.

By effectively addressing these barriers, we can promote equitable learning opportunities and help all children reach their full potential. Every child with special needs, whether permanent or temporary, has the development of learning barriers and different learning needs. The learning barriers experienced by each child are caused by three things, namely:

1) Environmental factors

2) Factors from the child himself

3) A combination of environmental factors and factors within the child.

Children with special needs are grouped into children with temporary and permanent special needs. Children with permanent special needs include:

a) Children with visual impairments (blind)

There are two types of children with visual impairments, namely: low vision children and totally blind children.

b) Children with hearing and speech impairments (Deaf/Speech Impaired)

Children with disabilities represent a diverse group with varying needs and abilities. Understanding these distinctions is essential for providing appropriate support and resources. This paper categorizes children into three primary groups: those with hearing and speech disorders, intellectual disabilities, and limb disorders. Each category encompasses subtypes that further illustrate the range of challenges and strengths these children may possess.

2.2. Children With Hearing and Speech Disorders

Focusing on the two main categories: hard of hearing children and deaf children. Both groups face challenges in communication, but their needs and interventions can differ significantly depending on the severity of their hearing loss and the types of support available. Below is a detailed explanation of each category, including the underlying causes, the impact on communication, and the intervention strategies used to support these children.

1. Hard of Hearing Children (HoH)

Hard of hearing (HoH) children have partial hearing loss, meaning they have some degree of difficulty hearing sounds,

but they are still able to perceive a range of sounds. The extent of hearing loss can vary, ranging from mild to severe, but it typically means that the child may have trouble hearing softer sounds or distinguishing certain frequencies. Despite the hearing loss, many hard of hearing children can still engage in spoken communication with the appropriate support, The **c**auses of hearing loss are:

1. Congenital Causes

Congenital hearing loss refers to hearing impairment that is present at birth, either due to genetic factors, prenatal conditions, or birth complications. It is one of the most common birth defects, with an estimated prevalence of about 1-3 per 1,000 live births.

The causes of congenital hearing loss

i. Genetic Causes**.**

o Non-syndromic Hearing Loss**:**

▪ This is the most common type of genetic hearing loss. It occurs without any other associated symptoms or abnormalities. In most cases, it is inherited in an autosomal recessive pattern, which means both parents must carry the gene for the child to inherit the condition. Common genes involved in non-syndromic hearing loss include *GJB2* (which encodes the connexin 26 protein, a key part of inner ear function).

- o Syndromic Hearing Loss**:**

  - In syndromic hearing loss, hearing loss is just one of several features of a genetic syndrome. Common syndromes that include congenital hearing loss as a symptom are:

  - Usher Syndrome: A condition characterized by both hearing loss and progressive vision loss due to retinitis pigmentosa.

  - Pendred Syndrome: Associated with thyroid problems and hearing loss.

  - Alport Syndrome: Involves kidney disease, hearing loss, and sometimes vision issues.

  - Jervell and Lange-Nielsen Syndrome: A rare genetic disorder causing congenital deafness combined with heart arrhythmias (long QT syndrome).

ii. Prenatal Factors**.**

- o Infections During Pregnancy**:**

  Some infections during pregnancy can damage the developing fetus's auditory system, resulting in hearing loss. These infections include:

  - Cytomegalovirus (CMV): A viral infection that can cause a wide range of birth defects, including

    hearing loss.

- Rubella (German Measles): If a mother contracts rubella during pregnancy, it can lead to congenital hearing loss in the baby.

- Toxoplasmosis: A parasitic infection that can lead to hearing loss among other issues.

- Herpes Simplex Virus (HSV): Can also cause congenital hearing loss if contracted by the mother near the time of delivery.

iii. Maternal Diabetes.

Women with diabetes, particularly if it is poorly controlled during pregnancy, may be at increased risk of having a child with congenital hearing loss.

iv. Medications.

Certain medications, particularly ototoxic drugs, can affect fetal development. For example, aminoglycoside antibiotics (e.g., gentamicin) and certain chemotherapy drugs can cause hearing damage in the fetus if used during pregnancy.

v. Intrauterine Toxins.

Exposure to toxins such as alcohol, tobacco, or illicit drugs during pregnancy can also affect the developing auditory system.

vi. Premature Birth.

Babies born prematurely (before 37 weeks of gestation) are at a higher risk for congenital hearing loss. The underdevelopment of the auditory system, along with other factors such as oxygen deprivation or the use of certain medications (e.g., ototoxic drugs), can contribute to hearing impairment.

vii. Birth Trauma.

Physical injury to the ear or brain during the birthing process, such as from the use of forceps or vacuum extraction, can sometimes result in hearing loss. However, birth trauma-related hearing loss is less common than other causes.

viii. Anatomic Abnormalities

o Abnormalities in the structure of the ear, including the outer, middle, or inner ear, can cause congenital hearing loss. These structural abnormalities can occur as isolated conditions or as part of a syndrome. For example:

▪ Microtia: A congenital deformity where the outer ear is underdeveloped or absent.

▪ Otosclerosis: In some cases, a genetic disorder that affects the bones in the middle ear and can cause hearing loss.

▪ Inner ear malformations: Abnormalities in the cochlea or auditory nerve can prevent sound from being transmitted properly.

ix. Other Environmental Factors**:**

    o Low Birth Weight: Babies with very low birth weight are at higher risk of hearing loss, likely due to the increased risk of complications like infections or the need for intensive care.

    o Hypoxia (lack of oxygen): Insufficient oxygen supply during or immediately after birth can lead to damage to the hearing structures in the brain or ear.

b. *Diagnosis of Congenital Hearing Loss*

Congenital hearing loss is often detected early through newborn hearing screening programs, which are standard in many countries. If hearing loss is suspected or confirmed, further

diagnostic testing, including auditory brainstem response (ABR) testing or otoacoustic emission (OAE) testing, can help determine the type and degree of hearing loss.

c. *Management and Treatment*

Management depends on the underlying cause and the severity of the hearing loss. Some treatment options include:

• Hearing aids**:** For children with mild to moderate hearing loss.

• Cochlear implants: For those with severe to profound hearing loss.

- Speech and language therapy: To help children develop communication skills.

- Sign language: In some cases, families may choose to learn sign language to assist with communication.

- Medical or surgical interventions: If hearing loss is caused by an anatomical problem, surgery or other treatments may be necessary.

d. *Prevention*

- Genetic counseling can help families understand the risks of inherited hearing loss.

- Screening and vaccination programs for rubella and other infections can reduce the risk of prenatal infections that might cause hearing loss.

- Good prenatal care, including the management of maternal health conditions like diabetes, is important in minimizing risks to the developing fetus.

Congenital hearing loss is a diverse condition with multiple potential causes, but with early diagnosis and appropriate intervention, many children with hearing loss can lead fulfilling and successful lives.

2. Acquired Causes

Acquired hearing loss refers to hearing impairment that develops after birth due to environmental, medical, or physical

factors. Unlike congenital hearing loss (which is present at birth), acquired hearing loss occurs later in life and can affect people of any age. It can be temporary or permanent, and it can result from a range of causes that affect different parts of the ear, from the outer ear to the auditory nerve in the brain:

▪ Noise-Induced Hearing Loss (NIHL) It is caused by

- Noise-induced hearing loss (NIHL) occurs when the hair cells in the cochlea (inner ear) are damaged by exposure to loud sounds. It is one of the most common preventable causes of hearing loss, often due to repeated or prolonged exposure to loud environments like: Workplace noise (e.g., factories, construction sites, airports).

  o Recreational activities (e.g., concerts, music through headphones, firearms, machinery).

  o Acoustic trauma from sudden loud noises (e.g., gunshots, fireworks, explosions).

a. *How It Happens:*

• Prolonged exposure to sounds above 85 decibels can damage or kill the tiny hair cells in the cochlea, which are responsible for transmitting sound signals to the brain. These cells cannot regenerate, resulting in permanent hearing loss.

b. *Symptoms*:

• Gradual hearing loss, particularly in higher frequencies (e.g., difficulty hearing consonants or children's voices).

- Tinnitus (ringing, buzzing, or whistling sounds in the ears).

c. *Prevention*:

- Using ear protection (earplugs or earmuffs) in noisy environments.

- Reducing exposure to loud sounds, and limiting the use of headphones at high volumes.

- Employers should provide hearing protection in noisy workplaces.

  Age-Related Hearing Loss (Presbycusis) .

It is caused by

- Presbycusis refers to the gradual decline in hearing ability that occurs with age, typically after age 60.

- It is caused by a combination of factors, including genetics**,** long-term noise exposure**,** poor blood circulation, and natural wear and tear on the auditory system over time.

How It Happens:

- As people age, the hair cells in the cochlea become less efficient, and the structures of the middle ear may stiffen. Additionally, the auditory nerve may become less responsive, resulting in difficulty hearing higher frequencies and understanding speech.

Symptoms:

• Difficulty hearing high-pitched sounds (e.g., birds chirping, doorbells).

• Trouble understanding speech, especially in noisy environments or when people speak quickly.

• Gradual onset of hearing loss, often in both ears.

Prevention:

• Protecting ears from loud noises throughout life.

• Regular hearing check-ups to monitor for early signs of hearing loss.

▪ Ear Infections (Otitis Media)

It is caused by

• Otitis media is an infection or inflammation of the middle ear, typically caused by bacteria or viruses. This is a very common cause of temporary hearing loss, especially in children.

o Acute otitis media: A sudden infection of the middle ear often linked to colds or respiratory infections.

o Chronic otitis media: Long-term infections or fluid buildup in the middle ear.

How It Happens:

• An infection or blockage in the middle ear causes fluid buildup behind the eardrum, which prevents sound from

traveling through the ear normally. This fluid can also lead to pressure and pain in the ear.

Symptoms:

• Ear pain**,** pressure, or fullness in the ear.

• Hearing loss that may be temporary (due to fluid accumulation).

• In children: irritability**,** difficulty hearing, or pulling at the ear.

Prevention:

• Treating respiratory infections early and avoiding allergens.

• Vaccinations against infections like pneumococcus and flu.

• Avoiding second-hand smoke, which can increase the risk of ear infections.

▪ Ototoxic Medications.

It is caused by :

• Ototoxic drugs are medications that can cause

hearing damage as a side effect.

• Some drugs can be toxic to the inner ear structures or the auditory nerve, leading to hearing loss. These include:

o Aminoglycoside antibiotics (e.g., gentamicin).

o Chemotherapy drugs (e.g., cisplatin).

o Diuretics (e.g., furosemide, when used in high doses).

o High doses of aspirin**.**

How It Happens:

• Ototoxic drugs can damage the hair cells in the cochlea or the auditory nerve, leading to either temporary or permanent hearing loss, depending on the drug, dosage, and duration of use.

Symptoms:

• Tinnitus (ringing or buzzing sounds in the ears).

• Dizziness or a feeling of imbalance.

• Hearing loss, particularly at high frequencies.

Prevention:

• Monitoring hearing function during treatment with ototoxic drugs.

• Using the lowest effective dose of the medication for the shortest time possible.

• Switching to less ototoxic alternatives, if available.

▪ Head Trauma or Injury

It is caused by

• Physical injury to the ear or head can damage the ear structures, resulting in hearing loss.

• Common causes of trauma include:

o Car accidents, falls, sports injuries, or violent impacts.

o Barotrauma, which occurs when the pressure inside the ear changes rapidly, such as when flying or scuba diving.

o Tympanic membrane (eardrum) perforation (a tear in the eardrum caused by injury or infection).

How It Happens:

- Physical damage to the ear canal, eardrum, ossicles (middle ear bones), or the cochlea can disrupt the normal process of sound transmission.

- Sudden pressure changes (e.g., during flight) can lead to fluid buildup or damage to the middle ear structures.

Symptoms:

- Pain**,** bleeding, or fluid drainage from the ear.

- Sudden or gradual hearing loss depending on the severity of the injury.

- Tinnitus or dizziness if the inner ear or auditory nerve is affected.

Prevention:

- Wearing protective gear (helmets, ear protection) during sports or high-risk activities.

- Avoiding sudden pressure changes (e.g., using earplugs during air travel or diving).

- Seeking medical attention immediately after trauma to the head or ear.

- Meniere's Disease

- Meniere's disease is a disorder of the inner ear that causes episodes of vertigo**,** tinnitus**,** and fluctuating hearing loss. It is thought to be caused by excess fluid buildup in the inner ear (endolymphatic hydrops), affecting both hearing and balance.

How it Happens:

- The fluid buildup in the inner ear interferes with the cochlea (hearing) and vestibular system (balance), leading to the symptoms of Meniere's disease.

Symptoms:

- Episodes of severe dizziness (vertigo) that may last from minutes to hours.

- Hearing loss that fluctuates during the early stages but can become permanent over time.

- Tinnitus (ringing or buzzing in the ear).

- A feeling of fullness in the ear.

Treatment:

- There is no cure, but treatment focuses on symptom management, including medications to control vertigo, low-salt diets to reduce fluid buildup, and in severe cases, surgery or injections to relieve symptoms.

- Acoustic Neuroma (Vestibular Schwannoma)

- An acoustic neuroma is a benign tumor that grows on the vestibulocochlear nerve, which controls both hearing and balance. This tumor is typically slow-growing but can cause hearing loss as it presses on the auditory nerve.

How It Happens:

- The tumor interferes with the transmission of sound signals from the cochlea to the brain, leading to gradual hearing loss. The tumor may also affect balance, causing dizziness.

Symptoms:

• Gradual hearing loss in one ear.

• Tinnitus (ringing or buzzing in the ear).

• Balance issues or dizziness.

• In advanced cases, facial weakness or numbness may occur.

Treatment:

• Treatment may involve surgery to remove the tumor, radiation therapy, or monitoring the tumor if it's small and not causing significant symptoms.

- Sudden Sensorineural Hearing Loss (SSNHL)

    It is caused by:

• Sudden sensorineural hearing loss (SSNHL) is an unexplained, rapid loss of hearing, typically in one ear, that occurs over

a short period of time (usually within 72 hours). The exact cause is often unclear, but it may be related to viral infections, vascular events, autoimmune diseases, or trauma.

A. Progressive Hearing Loss

In some cases, hearing loss worsens over time, which means that a child's ability to hear might deteriorate gradually, requiring adjustments to their hearing devices or communication strategies.

Impact on Communication

The degree of hearing loss in hard of hearing children will directly affect their ability to perceive spoken language and engage in verbal communication.

- **Speech Perception**: Hard of hearing children may have difficulty distinguishing certain speech sounds, particularly consonants that are high-pitched (like "s" or "f"). This can affect their ability to understand words clearly and may cause delays in language development.

- **Speech Production**: Even with partial hearing loss, children may struggle with speech clarity. They may have trouble pronouncing words correctly, which can lead to challenges with articulation, grammar, and overall communication.

- **Socialization**: Hard of hearing children may experience difficulty in noisy environments, such as classrooms, playgrounds, or family gatherings, where background noise can make speech

harder to hear. This may impact their social interactions, leading to isolation or frustration.

Interventions and Support

Several interventions can help hard of hearing children improve their ability to communicate and thrive in social and educational settings.

- **Hearing Aids**: These devices amplify sound, making it easier for children to hear and understand speech. Hearing aids are most effective when the hearing loss is mild to moderate, as they can help amplify the sounds that the child struggles to hear.

- **Cochlear Implants**: For children with more severe hearing loss, cochlear implants are often considered. These are surgically implanted devices that bypass damaged parts of the ear and directly stimulate the auditory nerve. This technology doesn't restore hearing to normal levels, but it can help children perceive sounds more clearly and improve speech comprehension.

- **Speech Therapy**: Many hard of hearing children benefit from working with speech-language pathologists who can help them develop clear speech and language skills. Therapy may include articulation practice, language building, and listening exercises to help the child process and use spoken language effectively.

- **Classroom Support**: In school, hard of hearing children may receive accommodations like FM systems (assistive listening devices that amplify the teacher's voice) or captioning services**.**

They may also benefit from sitting in the front of the classroom to reduce distractions and improve their ability to hear the teacher. Sign language interpreters may also be available in some settings.

- **Social Skills Development**: Encouraging peer interaction and providing opportunities for socialization can help hard of hearing children develop communication skills in real-life situations. Support groups and social activities designed for children with hearing loss can also help reduce feelings of isolation.

B. Deaf Children

Deaf children experience profound hearing loss, which means they cannot hear most, if any, sounds. For many children who are deaf, traditional hearing aids or cochlear implants are not sufficient in enabling them to hear speech clearly. Because of the severity of their hearing loss, communication strategies for deaf children often rely on visual and tactile methods rather than auditory input.

Causes of Hearing Loss

- **Congenital Causes**: Some children are born deaf due to genetic factors or prenatal conditions that affect hearing, such as maternal infections during pregnancy (e.g., rubella, cytomegalovirus), or other health conditions.

- **Acquired Causes**: In some cases, a child may develop profound hearing loss after birth, caused by illnesses like meningitis, childhood diseases (such as measles), or trauma to the head.

- **Unknown Causes**: In many cases, the specific cause of deafness remains unknown, despite medical testing.

Impact on Communication

Deaf children face a much more significant barrier to traditional spoken communication. Because they cannot rely on their sense of hearing, they must often develop alternative means of communication.

- **Language Development**: Deaf children are typically exposed to language through sign language rather than spoken language. Without early intervention and exposure to a rich language environment (such as sign language), deaf children may face delays in language development, which can lead to difficulties with literacy, academic achievement, and social skills.

- **Social Integration**: Deaf children may experience challenges in socializing with hearing peers if they don't know sign language or lack access to communication methods that allow them to interact with others. In a hearing-dominated world, they may feel isolated, especially if there are no other deaf children around or no one who knows sign language.

Interventions and Support

The primary goal of intervention for deaf children is to provide them with access to language and communication tools as early as possible. Several key approaches and tools are used to support their development:

- **Sign Language**: Deaf children typically learn sign language (e.g., American Sign Language, British Sign Language) as

their first language. Sign language is a fully developed visual language with its own grammar and syntax, and it allows deaf children to communicate effectively with others who know the language. Early exposure to sign language is crucial for helping deaf children develop cognitive and social skills.

- **Speech Therapy**: Some deaf children may use speech therapy to develop speech skills, even if they cannot hear spoken language. Techniques like visual speech training or lip reading can help them improve their ability to understand spoken words, even if they do not use speech as their primary means of communication.

- **Cochlear Implants**: While cochlear implants are not a solution for all deaf children, some may benefit from them. For children with profound hearing loss, cochlear implants can provide auditory input that may help them to distinguish sounds, recognize speech, and possibly develop some speech production skills.

- **Educational Approaches**: Deaf children often attend schools specifically designed for children with hearing loss. These schools provide instruction in sign language, and classes are typically taught in a way that accounts for the child's hearing loss. Mainstream schools may also offer support services, such as interpreters**,** captioning, or specialized classrooms designed to accommodate the needs of deaf students.

- **Visual and Tactile Communication**: In addition to sign language, many deaf children also use visual aids (e.g., picture cards, written text) or tactile communication methods (e.g.,

fingerspelling, tactile signing) to convey messages. For younger children, toys and activities designed to stimulate visual and tactile senses can help engage them in learning.

- **Peer Interaction and Socialization**: Social integration is an important part of a deaf child's development. Interaction with other deaf children who use sign language is critical for forming friendships and building communication skills. Schools for the deaf and community groups focused on sign language provide spaces where children can develop strong social networks.

2.3. Children with Intellectual Disabilities

Intellectual disabilities encompass a spectrum of cognitive impairments, significantly influencing a child's learning and adaptive functioning. This category can be further divided into two primary groups:

- Intellectual Impairment**:** Children with intellectual impairments exhibit below-average intellectual functioning, typically characterized by an IQ score below 70. This group includes:

  o Mild Intellectual Disability (IQ 50-70): Children in this range may achieve some level of independence and require minimal support in daily activities.

  o Moderate Intellectual Disability (IQ 25-49): These children often need more extensive support, particularly in academic and social contexts.

o Severe Intellectual Disability (IQ below 25): Children with severe intellectual disabilities often require significant assistance for daily living and communication.

- Above-Average Intelligence: This group includes children who exhibit exceptional intellectual capabilities or talents:

o Gifted Children: Those who demonstrate advanced cognitive abilities or creativity, often requiring specialized educational opportunities to nurture their potential.

o Talented Children: These children possess specific skills or talents in areas such as music, art, or athletics, necessitating targeted programs to develop their abilities further.

2.4. Children with Limb Disorders

Limb disorders encompass a range of physical disabilities that affect a child's limbs, impacting their mobility and overall quality of life. This category may include:

- Congenital Limb Differences: Conditions present at birth, such as missing or underdeveloped limbs.

- Amputation: The loss of a limb due to injury or medical conditions.

- Limb Deformities or Paralysis: Physical impairments that can limit movement and function.

Children with limb disorders often face unique challenges in mobility and self-care, requiring individualized support and adaptive strategies to enhance their independence.

There are some types of children with impaired limb movements:

1. Children with Impaired Limb Movements:

   o Polio: Children with physical impairments due to poliomyelitis, affecting limb movement.

   o Cerebral Palsy: Children with brain function impairments, leading to difficulties in movement and coordination.

2. Children with Behavioral and Emotional Disorders: These children may struggle with emotional regulation and exhibit challenging behaviors.

3. Children with Specific Learning Disorders:

   o Developmental Learning Disabilities: Include challenges with motor skills, perception, language, memory, and social behavior.

   o Academic Disorders: Focus on difficulties specifically in reading, writing, and arithmetic.

4. Slow Learners: These children have slightly below-average intellectual potential and require more time to complete academic tasks compared to their peers.

5. Autistic Children:

   o Soldered Autism: Characterized by severe verbal and nonverbal impairments, along with unusual behaviors.

   o Asperger Syndrome: Involves relatively good verbal skills but challenges in nonverbal communication and limited interests.

o PDD-NOS (Pervasive Developmental Disorder-Not Otherwise Specified): A category for children with nonverbal language issues that don't fit other diagnoses.

o Rett's Disorder: A rare, degenerative neurological disorder that primarily affects girls, leading to severe cognitive and physical impairments. (Garnida, 2015:3-5)

2.5. Down's Syndrome

Down syndrome is a condition of retarded physical and mental development in children caused by abnormalities in chromosomal development. According to Cuncha in Mark L. Batshaw, M.D. According to Bandi, children with mental disabilities generally have more abnormalities than other disabilities, especially intelligence. Almost all cognitive abilities of mentally disabled children experience abnormalities such as slow learning, ability to overcome problems, lack of ability to establish cause and effect relationships, so the appearance is very different from other children. (Anita, 2013)

a. Tutoring for Children with Special Needs

Tutoring for children with special needs in general is assistance to students with special needs to solve learning difficulties related to learning activities. Learning difficulties that are usually solved through tutoring activities include:

1) Difficulty in overcoming the effectiveness and efficiency of learning both in groups and individually.

2) Difficulty in increasing learning motivation.

3) Difficulty in understanding and using textbooks.

4) Difficulty in completing school assignments.

5) Difficulty in preparing for tests and exams.

6) Difficulty in choosing lessons or activities that match students' real interests, talents and conditions.

When conducting tutoring, it should be adjusted to the needs of students with special needs, their abilities and characteristics. Below we will explain the characteristic learning (learning-teaching) needs for children with special needs.

a) Children with Visual Impairment

Children with visual impairment are children who experience visual impairment to such an extent that they require special services in their education and life. Special services in education for them, namely in reading, writing and arithmetic, require braille letters for those who are totally blind, and for those who still have residual vision, they need a magnifying glass or large print letters, media that can be touched and heard or enlarged. To recognize them, we can look at the following characteristics:

i. Lack of vision (blurred), unable to recognize people at a distance of 6 m.

ii. Difficulty picking up small objects nearby.

iii. Cannot write following a straight line.

iv. Often fumbles and stumbles when walking.

v. The black part of the eyeball is cloudy/dry noisy.

vi. Unable to see.

vii. Severe inflammation of both eyeballs.

viii. Eyes sway constantly.

The limitations of blind children include three things, namely: limitations in new concepts and experiences; limitations in interacting in the environment; and limitations in mobility. Due to the limitations of blind children as mentioned above, learning for them refers to the following principles:

1) The need for concrete experience.

2) The need for integrated experience.

3) The need to do and work in learning.

The learning media for blind children are grouped into two, namely:

1) Totally blind group using Braille reading and writing media.

2) Low vision group with enlarged normal reading and writing media (for example enlarged letters and using a magnifying device)

b) Children with hearing impairments (deaf)

Deaf people are children who have lost all or part of their hearing so they experience problems communicating verbally. To recognize them, we can look at the following characteristics:

(1)Often tilts the head in an effort to hear.

(2)Much attention to vibration.

(3)Delay in language development.

(4)No reaction to sounds or sounds.

(5)Delay in language development.

(6)Often uses gestures in communication

(7)Inadequate and unresponsive when spoken to Children with intellectual disabilities often experience real obstacles in mental and adaptive development. Their intelligence levels are typically below average, which can affect various aspects of their physical and social functioning. Common characteristics may include:

1. Physical characteristics: Unbalanced appearance, such as a smaller or larger-than-average head size.

2. Self-care: Difficulty performing self-care tasks appropriate for their age.

3. Environmental awareness: Limited or minimal attention to their surroundings.

4. Movement coordination: Poor coordination, which may result in unsteady or uncontrolled movements.

When considering the learning needs for children with intellectual disabilities (previously referred to as "mentally retarded"), it's essential to understand their unique characteristics and how these influence their learning processes compared to their typically developing peers.

1. Differences in Learning Processes:

o Obstacles and Challenges: Children with intellectual disabilities often face specific challenges that affect their ability to learn. These challenges may include slower cognitive processing, difficulties with abstract thinking, and limitations in verbal and non-verbal communication. As a result, they may require more time and support to understand and master new concepts compared to their peers.

o Learning Characteristics: These children may also exhibit varying learning styles and strengths, which can differ significantly from typical learning trajectories. Tailoring educational approaches to fit these characteristics is crucial for effective learning.

2. Key Differences in Learning Characteristics:

o Problem-Solving Proficiency: Children with intellectual disabilities might have lower proficiency in problem-solving tasks. They may struggle with breaking down complex tasks

into manageable steps or may need more explicit instruction and modeling to solve problems effectively.

o Generalization and Transfer of Learning: These children may find it challenging to generalize skills learned in one context to different situations. For example, they may understand a math concept in a classroom setting but struggle to apply that understanding in real-life scenarios. Reinforcing learning through practical, contextualized examples can help bridge this gap.

o Interest and Attention: Attention spans may be shorter, and interests may not align with typical curricular activities. This can affect their motivation and engagement. It's important to create a learning environment that incorporates their interests and uses varied instructional strategies to maintain attention and enthusiasm for learning. The followings are strategies to support learning:

- Individualized Instruction: Tailoring lessons to meet each child's specific needs can promote engagement and understanding.

- Use of Visual Supports: Visual aids, such as charts and pictures, can help clarify concepts and enhance comprehension.

- Hands-On Activities: Engaging children in interactive, hands-on learning experiences can improve retention and make learning more enjoyable.

- Frequent Reinforcement: Providing immediate feedback and positive reinforcement can help maintain motivation and encourage persistence in tasks.

- Structured Environments: Creating a structured learning environment with clear expectations can help children with intellectual disabilities feel more secure and focused.

By understanding these differences and applying appropriate educational strategies, we can create more inclusive and effective learning environments for children with intellectual disabilities.

2.6. Children with Behavioral and Emotional Disorders

Children with behavioral and emotional disorders are children who behave deviantly at moderate, severe or very severe levels, often occurring in adolescents, as a result of disruption of emotional and social development or both, thus causing harm to themselves and the environment, so in order to develop their potential, services are needed. and special education. Children with behavioral and emotional disorders have the following characteristics:

a) Tends to be disobedient

b) Easily aroused or easily angered.

c) Often carries out aggressive, destructive, disruptive actions.

d) Often acts in violation of social norms or moral norms and legal norms.

e) Tends to have low learning achievement and motivation, often skips school.

The learning needs of children with behavioral and emotional disorders that teachers must pay attention to include:

1) There needs to be a conducive (pleasant) environmental arrangement for each child.

(2) The curriculum should be adapted to the obstacles and problems faced by children.

(3) There are activities that are conducive in nature according to the child's talents and interests.

(4) There is a need for moral or mental development through daily activities, examples from the environment.

A. Children with Specific Learning Difficulties

Children with learning difficulties are individuals who experience disturbances in a basic psychological process, central nervous system dysfunction, or neurological disorders which are manifested in real failures such as: understanding, impaired listening, speaking, reading, spelling, thinking, writing, arithmetic, or social skills. Children with specific learning difficulties can include difficulties learning to read (dyslexia), difficulties learning to write (dysgraphia), or difficulties learning to count (dyscalculia).

(1) Characteristics of children with specific learning difficulties, children who have difficulty reading (dyslexia), namely:

(a) Difficulty distinguishing shapes

(b) The ability to understand reading content is low

(c) Often make mistakes in reading

(2) Characteristics of children with specific learning difficulties, children who have difficulty writing (dysgraphia), namely:

a) Very slow in copying writing

b) Often incorrectly write the letters *b* with *p*, *p* with *q*, *v* with *u*, 2 with 5, 6 with 9, and so on.

c) The writing results are poor and illegible.

d) Difficulty writing straight on unlined paper

e) Write the letters in reverse position (*p* is written as *q* or

(3) Characteristics of children with specific learning difficulties, children who have difficulty counting (dyscaculia), namely:

(a) It is difficult to distinguish between the signs: +, -, x, :, <, >, =

(b) Difficult to operate calculations or numbers

(c) Often make mistakes in counting sequentially

Children with learning difficulties have dimensions of abnormalities in several aspects that need to be considered in designing and implementing learning, including:

(1) Learning materials should be adapted to the obstacles and problems faced by children

(2) Requires a systematic learning sequence, namely from concrete to abstract understanding

(3) Using various learning media that suit the obstacles

(4) Learning is in accordance with the sequence and level of children's understanding

(5) Remedial learning

B. Slow Learner Children

Slow learners are children who show intellectual potential slightly below the average range but do not fall into the category of those with intellectual disabilities. Typically, they have an IQ of around 80-85 and may face challenges in learning and adapting. Here are some key characteristics and needs of slow learners:

Characteristics of Slow Learners

1. Low Average Learning Achievement: Often score below a 6 in academic performance.

2. Late Completion of Assignments: Tend to turn in academic work later than peers.

3. Slow Grasp of Lessons: Take longer to understand and retain new concepts.

4. Consistent Progress: Generally do not fail grades, indicating steady, albeit slow, progress.

Educational Needs

1. Extended Time: Require more time to complete tasks and understand material.

2. Patient Instruction: Benefit from teachers who provide clear, slow-paced explanations.

3. Emphasis on Practice: Need more opportunities for practical application rather than rote memorization.

4. Varied Learning Media: Respond well to diverse teaching aids and methods to enhance engagement and understanding.

5. Remedial teaching is required

Supporting slow learners with tailored strategies can help them achieve their potential and foster a positive learning experience.

C. Autistic Children

Autistic children often navigate unique challenges in communication, social interaction, and behavior. The term "autism" reflects their tendency to engage with the world in ways that may seem isolated. Here are some key characteristics and learning needs of autistic children:

Characteristics of Autistic Children

1. Language Barriers: Difficulty developing or using verbal and non-verbal communication.

2. Challenges with Social Cues: Struggle to recognize and respond to emotional expressions and social signals.

3. Stiffness in Expression: Limited ability to convey feelings or emotions appropriately.

4. Lack of Empathy: Difficulty understanding or relating to others' feelings.

5. Behavioral Outbursts: May display extreme emotions or behavioral issues, including meltdowns.

6. General Behavioral Problems: Encounter various challenges in behavior that affect social interactions.

7. Self-Awareness Limitations: Often have difficulty understanding their own identity or existence.

8. Expressive Limitations: Struggle to articulate thoughts and feelings effectively.

9. Monotonous Behavior: Display repetitive actions and have trouble adapting to new environments or changes.

Learning Needs of Autistic Children

1. Group Learning Strategies: Develop effective methods for collaborative learning that accommodate their needs.

2. Behavior Management Techniques: Implement strategies to address and reduce disruptive behaviors, including repetitive actions (stereotypes).

3. Enhanced Verbal Expression: Provide support to help improve verbal communication and self-expression.

4. Comfortable Learning Environment: Create an inviting and secure atmosphere to foster positive behavior and learning engagement.

By understanding and addressing these characteristics and needs, educators can better support autistic children in their learning journeys, helping them thrive in both academic and social settings.

Chapter III
Inclusive Management in EFC Class

Inclusive classroom management is a comprehensive approach aimed at fostering an environment where all students—regardless of their backgrounds or abilities—feel valued, respected, and safe. Here's a breakdown of the key strategies for promoting inclusivity in the classroom:

1. Get to Know Your Students

- *Build Connections:* Establishing relationships with your students is crucial. Take time to learn about their interests, hobbies, and challenges. This can be done through informal conversations, interest surveys, or "getting to know you" activities at the beginning of the year. Understanding each student's background helps you tailor your teaching to meet their needs, making them feel valued and understood.

2. Create a Safe Space

- *Encourage Sharing:* A safe classroom environment allows students to express their thoughts and feelings without

fear of judgment. Create opportunities for open dialogue through structured discussions. Using prompts like "I see, I think, I wonder" encourages critical thinking and respectful communication. Consider implementing circle time or discussion groups where students can share ideas and learn from one another's perspectives, fostering a sense of community.

3. Differentiate Instruction

- *Cater to Learning Styles:* Students have varied ways of learning—some may excel in visual tasks, while others might prefer hands-on activities. Differentiating instruction means using a variety of teaching methods (e.g., lectures, group work, multimedia resources) to address these differences. Additionally, provide students with choices in how they demonstrate their learning. For instance, allow them to choose between writing an essay, creating a presentation, or making a video project, which can increase engagement and ownership of their learning.

4. Incorporate Students' Cultures

- *Reflect Diversity:* Include examples, materials, and resources in your lessons that represent the cultures and backgrounds of your students. This can involve using literature, historical examples, or case studies from various cultures. When students see their own backgrounds reflected in the curriculum, it enhances their connection to the content and helps them feel recognized and included.

5. Set Clear Expectations

- *Establish Rules:* Clearly defining classroom rules and routines sets the stage for a positive learning environment. Collaboratively develop these rules with your students to ensure buy-in and understanding. Regularly review the expectations and provide visual reminders. A well-structured environment helps reduce anxiety and confusion, making it easier for all students to thrive.

6. Use Technology

- *Interactive Learning:* Technology can enhance engagement and collaboration in the classroom. Utilize online platforms, educational apps, and interactive tools that promote participation. For example, use discussion boards, collaborative documents, or digital projects to allow students to communicate and work together. This is especially beneficial in diverse classrooms where students may have different levels of comfort with verbal communication.

7. Encourage Peer Support

- *Promote Teamwork:* Creating opportunities for students to work together fosters a sense of belonging and community. Implement group projects, peer tutoring, or cooperative learning activities. When students collaborate, they not only learn from each other academically but also develop social skills and friendships, which can enhance their overall school experience.

8. Give Feedback and Reflect

- *Solicit Input:* Regularly seek feedback from your students about their learning experiences and the classroom environment. Use surveys, suggestion boxes, or class discussions to gather their thoughts. Reflect on your teaching practices based on this feedback and make necessary adjustments. This process demonstrates to students that their opinions are valued and helps improve your effectiveness as an educator.

9. Celebrate Diversity

- *Acknowledge Differences***:** Actively celebrate the diverse cultures in your classroom through activities, projects, and events. Organize cultural presentations, potlucks, or themed days where students can share aspects of their heritage. This not only fosters appreciation and respect among students but also enhances their understanding of the world around them, promoting inclusivity and a global perspective.

By diving deeper into these strategies, educators can better understand how to implement them effectively, ultimately fostering a more inclusive and supportive classroom environment.

3.1. Benefits of an inclusive classroom management.

Absolutely, inclusive classroom management offers significant advantages. Here are some additional benefits of an inclusive classroom that further enhance both academic and social experiences for students:

A. Enhanced Social Skills and Empathy

An inclusive classroom brings together students from diverse backgrounds, learning styles, and abilities, creating opportunities for them to interact, collaborate, and learn from each other. This dynamic fosters the development of social skills, as students practice communication, cooperation, and conflict resolution in real-time (Ainscow & Sandill, 2010). Additionally, working with peers who may have different abilities or perspectives nurtures empathy, as students come to appreciate and understand the unique strengths and challenges of others. Over time, these interactions help build strong, positive relationships and a greater sense of compassion and tolerance that students carry with them beyond the classroom.

B. Greater Engagement and Participation

Inclusivity helps create a classroom environment where all students feel acknowledged, valued, and supported. When students sense that their individual needs are recognized—whether through differentiated instruction, accessible materials, or supportive teaching practices—they are more likely to actively engage in lessons and discussions (Kauffman & Hallahan, 2011). This inclusivity fosters a classroom culture where students feel comfortable asking questions, contributing ideas, and sharing their thoughts, leading to increased participation and deeper involvement in learning. Engaged students are often more motivated to learn and perform better academically, as they feel a personal connection to their education.

C. Stronger Sense of Belonging

An inclusive classroom gives every student a sense of belonging, making them feel like an integral part of the learning community. This supportive environment is especially beneficial for students who may otherwise feel marginalized or isolated (Ferguson, 2008). When students see themselves represented in the curriculum and know that their unique contributions are valued, they are more likely to build a positive self-image and self-confidence. A strong sense of belonging promotes mental and emotional well-being, reducing feelings of anxiety or insecurity. Students who feel accepted and encouraged are more likely to take academic risks, engage with challenging material, and reach their full potential.

D. Preparation for Real-World Interactions

Inclusive classrooms mirror the diversity of the broader society, preparing students for life in a multicultural world. By learning alongside peers with various backgrounds, abilities, and perspectives, students develop interpersonal skills and cultural competence that are essential in today's globalized world (Florian & Linklater, 2010). This exposure encourages open-mindedness, adaptability, and respect for differences. In the future, whether in college or the workplace, students with inclusive classroom experience are often better equipped to work collaboratively with others, embracing diverse perspectives and building a harmonious, productive environment.

E. Development of Critical Thinking and Problem-Solving Skills

Exposure to diverse ideas and experiences in an inclusive classroom encourages students to think more critically and creatively (Ryndak & Horner, 2008). When students are challenged to consider different perspectives, they develop the ability to approach problems in innovative ways. Collaborative problem-solving with peers who may offer varied viewpoints pushes students to think outside the box, fostering critical thinking skills and a deeper understanding of complex issues. This habit of analyzing information from multiple angles strengthens students' ability to approach real-world challenges with open-mindedness, adaptability, and a broader perspective.

F. English for Children with Special Educational Needs

1. Special Educational Needs

Education for children with special educational needs (SEN) began to be actively developed in the 18th century, with the pivotal publication of research by a French specialist named Jean-Marc Itard. The paper detailed the findings of "wolf children" who were neither clothed nor civilized. The biography of Hellen Keller is then supplemented by anecdotes from other characters. Many cases that are unique and challenging to conquer, necessitating ways, experiments, and strategies for teaching and educating children with special needs.

In order to have a unique debate about educational preparation, the Warnock Committee of Inquiry on the Education

of Children with Disabilities and Youth was established in 1978. His report demonstrates that whether disability is a barrier to a child's education relies on many factors such as expertise and school resources, children's temperament and personality, qualities of support and encouragement in the family and surrounding. The report rejects the notion that there are two kinds of children: those with disabilities and those without disabilities, which is ingrained in educational thinking. An individual is typically thought to require special education, followed by regular education.

Deeply engrained in educational thinking that there are two kinds of children, the handicapped and the non-handicapped. Historically, it has been assumed that the former needed special education and the latter regular education. The complexity of human needs, however, goes far beyond what this dichotomy suggests. Furthermore, the term "handicapped" itself says nothing about the kind of instructional support and consequently of necessary provision (Warnock, n.d.).

Advocated for a more optimistic approach and suggested the term "special educational needs," which should refer to "everything about him, his abilities as well as disabilities - indeed, all the factors which have a bearing on his progress," rather than just a child's specific disability.

The Warnock Report would presumably be used to provide for special needs:

1. Unique way to access the material, such as through specialized tools, resources, physical setting changes, or specialized instruction methods.

2. The availability of a modified or special program.

3. Paying close attention to the social environment and emotional climate that influence schooling.

This is the potential that someone has more than one of the aforementioned conditions, so the statement as mentioned above does not explicitly apply. Children who have physical, speech, hearing, or vision impairments should follow the first rule. The second refers to the needs of children with learning disabilities, but using the modified curriculum may now be inappropriate as the school aims to follow the National Curriculum. Problems are one way to adapt teaching methods and resources to account for their various learning disabilities, and in terms of provision in ordinary schools, are currently likely to be required to support cross-curricular learning.

The third need is for special attention in settings designed specifically for students with emotional and behavioral challenges, where building relationships and receiving human support are crucial components of special education and therapeutic approaches (Niʻmatuzahroh & Nurhamidah, 2016). It could also be argued that it is a requirement for any type of integrated schooling. For instance, the degree of staff and student acceptance is crucial to the success of a special unit in a regular

school because, without it, the unit's integrative objectives cannot be achieved. To what extent, if any, do these special provisions apply to educational settings for kids with special needs in terms of their requirements, instructional strategies, and sources for teaching and learning resources.

The Warnock Report also looks at suggestions for classes of students with special needs by the provisions, including those for students over 16 and those for children under 5 with special educational needs. It also looks at recommendations for teacher training for students with special needs.

2. Learning Disability

Internal learning challenges are among the most common causes of special educational needs. These challenges often affect the development of essential literacy and numeracy skills across the curriculum, as varying degrees of difficulty can impact a student's learning. Issues such as slow language development and delayed cognitive skills—including reasoning, problem-solving, memory, and generalization—can all contribute to learning difficulties.

However, some children with average or even above-average intelligence may still struggle significantly with reading and writing. Emotional and behavioral challenges, sometimes stemming from unstable family situations or feelings of failure, can further compound these difficulties. Other contributing factors may include mild sensory impairments, speech and

language difficulties, health issues that lead to frequent absences, and irregular attendance for other reasons.

The severity of learning difficulties can also be influenced by factors within the school environment, such as the extent to which teachers recognize and respond to individual needs, the level of personalized support provided, and the setting of realistic learning goals. Effective strategies might include using appropriate content and language for slower learners, carefully planning the teaching of essential skills and concepts, and, most importantly, ensuring students experience genuine success.

In sum, learning difficulties should be understood as a complex interaction between each student's individual needs and the standards, curriculum, and instructional approaches employed by schools.

The Warnock Report (1978) marked a pivotal shift in the perspective on special education, encouraging educators and parents to view children through the lens of their educational and personal needs rather than simply categorizing them by their disabilities (Norwich, 2019). This approach redefines the purpose of special education, moving beyond the limitations of traditional methods that emphasize disability. The Report introduces a framework for understanding learning difficulties across four categories—mild, moderate, specific, and severe—outlined in the chapter "Some Curricular Needs." By identifying levels of learning challenges, it emphasizes the importance of crafting education plans that respond directly to individual needs and abilities.

The philosophy proposed by the Warnock Report advocates for an educational system that is responsive, adaptable, and, above all, inclusive. This approach involves reimagining typical educational methods to better address the specific needs of each learner, acknowledging that some students may have particular requirements that might otherwise go unnoticed or unaddressed in conventional classroom settings. Education, in this context, is no longer about uniformity but about flexibility—teachers must be capable of modifying their general teaching practices to accommodate the range of characteristics and abilities students bring to the classroom. The Report underscores the principle that all students, regardless of their abilities, are entitled to an educational experience that fosters success based on their unique strengths, assets, and requirements.

The importance of adapting teaching practices is especially relevant in language instruction, where language skills are foundational to learning across all subjects. Teachers working with students who have special needs are encouraged to adapt their teaching strategies to foster inclusivity, ensuring that no student is left behind. This approach promotes equal opportunity and strives to close the gap in achievement that can occur when students' specific needs are not recognized or addressed in time. Failing to adapt teaching methods risks leaving students with unique needs at a disadvantage, potentially leading to academic and social setbacks that impact their long-term development.

Furthermore, the Warnock Report strongly advocates against the segregation of students with special needs,

emphasizing that they should not be isolated from their peers but instead fully integrated into the community. Inclusive education, as championed by the Report, is framed as a strategy that not only supports individual development but also promotes universal education. By addressing the actual, diverse needs of children—including those with disabilities—an inclusive educational system respects the inherent rights of all students to equitable access to learning opportunities. It reflects a broader commitment to social justice, where inclusive practices aim to diminish the negative connotations associated with terms like "special," "disabled," and "abnormal," which may carry implications of discrimination and disempowerment.

This philosophy of inclusion encourages the view that all students, regardless of ability, contribute to a rich, diverse learning environment. It aims to replace outdated notions of hierarchy in education with a model that values every learner's potential and right to participate fully in the educational experience. The term "inclusive" not only reflects a more respectful and empowering approach but also fosters a sense of belonging for students with special needs, affirming their right to a supportive educational journey that celebrates both their commonalities with others and their unique individualities. Through these principles, the Warnock Report laid the foundation for a more compassionate and responsive educational system, one that seeks to empower students and create a supportive learning environment where every individual is seen, valued, and given the tools to succeed.

Moreover, inclusive education seeks more realistic and comprehensive methods of exposing students to real-life situations since they can interact with a variety of individuals in their social milieu. In contrast to mainstreaming and segregation, inclusive education seeks to integrate children with special needs into the larger world of education.

Identifying appropriate approaches to addressing the persistent educational underachievement of English Language Learners (ELLs) remains a challenge for educators across the country. The widespread and inappropriate use of standardized testing with ELLs is well documented, as is the fact that these tests frequently underestimate students' academic progress and potential (Hart, 2009). Not surprisingly, the National Research Council reported that ELLs are still at risk of being placed in special education (Morgan et al., 2017). Furthermore, It is stated that instructional programs for the approximately 350,000 special education second-language learners in grades K–12 must be better aligned to state standards to ensure that all students have equal access to the implementation and assessment of mandated curricula (Hoover & Patton, 2005). To address cultural and linguistic diversity in education for all students, there is an urgent need to use more authentic assessments and differentiate the curriculum.

Inclusive education is a dynamic and multifaceted approach that seeks to create a learning environment where all students, regardless of their abilities or backgrounds, can

thrive. This model advocates for the integration of students with special needs into mainstream classrooms, enabling them to interact with a diverse range of peers. By engaging with various individuals in their social milieu, students are not only exposed to different perspectives but also learn vital social skills necessary for their personal and academic growth. Unlike traditional models of education that rely on mainstreaming—placing students with special needs in general education settings for part of the day—or segregation—isolating them in separate classrooms—inclusive education promotes a holistic approach that recognizes the value of diversity in the classroom.

However, despite its potential benefits, inclusive education faces significant challenges, particularly in addressing the persistent educational underachievement of English Language Learners (ELLs). Educators across the country struggle to identify effective strategies that cater to the unique needs of these students. A critical issue lies in the widespread and often inappropriate use of standardized testing for ELLs. Research has consistently shown that these assessments can underestimate the academic progress and potential of students who are still acquiring proficiency in English. This misalignment not only hampers their educational advancement but also perpetuates systemic inequities in educational outcomes.

The National Research Council has reported alarming statistics indicating that ELLs remain at risk of being incorrectly placed in special education programs, where their linguistic

needs may overshadow their actual academic abilities. Studies suggest that approximately 350,000 second-language learners in grades K–12 require special education services, yet their instructional programs often do not align with state standards. This misalignment creates barriers to accessing the mandated curricula, which can further disadvantage these students.

In light of these challenges, there is an urgent need for educators and policymakers to adopt more inclusive practices that address the cultural and linguistic diversity of students. One crucial step is the implementation of authentic assessments that genuinely reflect students' knowledge and skills rather than relying on standardized tests that may not capture their true capabilities. Authentic assessments can take various forms, including project-based learning, portfolios, and performance tasks, which allow students to demonstrate their understanding in meaningful ways.

Moreover, differentiating the curriculum is essential to meet the diverse needs of all learners in the classroom. This involves tailoring instruction to accommodate various learning styles, interests, and proficiency levels. Teachers must be equipped with the tools and training necessary to implement differentiated instruction effectively. Professional development programs should focus on strategies for integrating cultural responsiveness into the curriculum and recognizing the strengths that ELLs and students with special needs bring to the classroom.

In conclusion, inclusive education represents a progressive shift towards a more equitable educational landscape that values

diversity and promotes the success of all students. By addressing the specific challenges faced by ELLs and aligning instructional practices with their needs, educators can create an environment where every student has the opportunity to thrive. This commitment to inclusivity not only benefits individual learners but also enriches the educational experience for all, fostering a community of respect, understanding, and collaboration.

3. Learning Support Assistant (LSA) in EFL Class.

The success of an inclusive education practice depends on several factors, one of which is teacher-student interaction. In inclusive environments, teachers need to pay more attention to students with special needs than those without special needs (Cameron, 2014). Furthermore, the effectiveness of inclusive classrooms is also determined by instructional interaction patterns, the beliefs, and attitudes of teachers towards students, and their attitudes and beliefs about students (Jordan & Stanovich, 2001). Due to the teacher-student ratio, inclusive education will be difficult to achieve, as intensive interaction between the teacher and the group of students they instruct would be impossible. To address this issue, inclusive education classrooms need to employ learning support assistants (LSAs) to assist students with SEN in adjusting to the classroom environment. This is typically one-on-one and is intended to assist the student while relieving the teacher of additional responsibilities. Therefore, a learning support assistant (LSA) assists both students and teachers.

The role of an LSA can take many different shapes in different schools. If the school uses a "one-to-one model," the LSA is collaborating with a disabled student. According to the "classroom support model" used by the school, the teacher assistant collaborates more closely with the classroom teacher and uses their expertise with all of the kids, not only those with disabilities (Reichenbach et al., 2019). Alternatively, if the "circular model" is employed, a teacher assistant collaborates with several special education students throughout numerous classrooms, in addition to a number of class teachers (Butt, 2016).

Recognizing all the roles that an LSA could perform, multiple images of LSA coworkers and fellow teachers naturally come to mind when thinking about this role in the teaching and learning process. Due in large part to teacher reports on LSA's role, there are many favorable perceptions of their contribution in the classroom. This can be observed in the following ways:

(a) increased attention and support for learning (e.g., more one-on-one attention, support for children with SEN, and support for literacy teaching);

(b) increased teaching effectiveness (e.g., effective group work, effective creative and practical activities, lesson delivery, and curriculum coverage);

(c) effective classroom management; and (d) influence on children's learning outcomes (Blatchford et al., 2007).

Increasing the quality of students' learning capacity is one way that LSA can help them learn. One method LSA can achieve is by developing autonomous learning plans or personalized learning programs. LSA can modify instructional materials in curriculum and in response to requirements of the students. The program that in inclusion class is IEP (Individual Education Programs) are individualized educational plans created for children in inclusive learning environments who have special educational needs. This program is made to make it easier for children with special needs to access the core curriculum and meet their academic objectives. The IEP is crucial in ensuring that each student receives an individualized approach that is catered to their requirements in inclusive classrooms, where kids with special educational needs are taught alongside regular students.

Use of the Individual Educational Program (IEP) provides a precise justification of inclusive education that is pertinent to the pedagogical development curriculum of the different inclusion systems that are used. The IEP was initially created for programs in inclusive schools that were separated. IEP is gradually being implemented in normal classes. If we are involved in the process of transferring special education pedagogical approaches to inclusive contexts, we must proceed carefully and always keep in mind that such practices are promoted in a segregated environment and may in fact contribute to further the division.

Although it can be challenging, adapting special education practices to a more inclusive setting is not without its challenges.

When it comes to bringing attention to the notion that a "one size fits all" course of study is not beneficial when trying to address the requirements of diverse groups, the IEP and other similar practices and tools have been helpful in the development of inclusive pedagogy (Loreman, 2017).

Most inclusive pedagogical approaches are based on principles and strategies that teachers must then adopt and adapt to the situation, as opposed to the behaviorist approaches that were previously preferred by special educators, practices that outline suitable processes and timelines for teaching (as is the case with the use of task analysis, for example). In terms of professional abilities, judgment, flexibility, adaptability, and a desire to further their careers, this calls for more teachers. Raising the bar for teacher performance can be considered as a beneficial outcome in and of itself for inclusive teaching.

Inclusive education has been implemented in Indonesia for almost two decades. However, since its inception, numerous issues have been identified, which include inadequate services for students with special needs and a lack of LSAs (Rasmitadila & Goldstein, 2017). As a consequence, inclusive education in Indonesia has not yet been fully implemented, as evidenced by the small number of students with specific learning disabilities (SLD) and profound and multiple learning disabilities (PMLD) who have been educated alongside their more privileged classmates. As a result, there is scant literature on learning support assistants (LSA) and students with SLD and PMLD,

particularly in an Indonesian context. Regarding this issue, this paper focuses on the general literature on students with special educational needs and disabilities (SEN) and the narrative of an SLA working with students with SEN to help them learn English as a foreign language.

3.2. English for Children with Special Educational Needs

The history of education for children with special educational needs (SEN) is indeed rich and complex, beginning with early observations and evolving into more nuanced understandings. Jean-Marc Itard's work in the 18th century marked a significant turning point, as it introduced a more compassionate and scientific approach to understanding and educating children who were perceived as different, like the so-called "wolf children."

The biography of Helen Keller is often cited as an inspiring example of overcoming challenges. Her story, alongside those of others with unique needs, highlights the potential for achievement when appropriate educational strategies are employed. These narratives emphasize the importance of individualized approaches, experimentation, and the development of effective teaching methods tailored to diverse needs.

The Warnock Committee's report in 1978 was a groundbreaking moment in the field of special education. By rejecting the binary classification of children into those with and without disabilities, it shifted the focus toward a more inclusive perspective. The report

underscored that a child's educational experience is influenced by a multitude of factors—such as the skills of educators, the resources available in schools, and the support systems present in families and communities.

This holistic understanding has laid the foundation for contemporary practices in inclusive education, advocating for environments that foster learning for all children, regardless of their individual challenges. The ongoing discourse in special education continues to emphasize the importance of adaptability, support, and recognition of the unique strengths that each child brings to the learning environment.

He Warnock Committee's report in 1978 was indeed pivotal in reshaping the discourse around special education. By challenging the binary view of children with and without disabilities, the report emphasized a more inclusive framework. It highlighted that the impact of a disability on a child's education is not solely determined by the disability itself, but rather by a complex interplay of factors including:

1. Educator Expertise: The skills and training of teachers play a crucial role in effectively addressing the diverse needs of students. Professional development and access to resources can significantly enhance educational outcomes.

2. School Resources: Availability of appropriate resources—such as specialized staff, teaching materials, and adaptive technologies—can determine how well a school can support students with special educational needs.

3. Child's Temperament and Personality: Each child is unique, and their individual characteristics can influence their learning experiences. Understanding a child's temperament can help in tailoring educational approaches to suit their needs.

4. Family Support: The involvement and encouragement from families are essential for the emotional and academic success of children with special needs. Supportive home environments can greatly enhance educational engagement.

5. Community Context: The broader community and societal attitudes toward disability can affect a child's opportunities and experiences in education.

The Warnock report advocated for a continuum of support, suggesting that all children, regardless of their needs, should have access to quality education tailored to their individual circumstances. This perspective has paved the way for inclusive education practices, encouraging schools to foster environments where all students can thrive together. The ongoing challenge remains to ensure that these principles are effectively implemented in classrooms, promoting both equity and excellence in education for all children.

This perspective highlights the limitations of a binary view of education. It suggests that categorizing children solely as "handicapped" or "non-handicapped" oversimplifies the diverse range of abilities and needs present in any classroom. The idea that all children have unique educational requirements reinforces the importance of personalized learning approaches and inclusive practices. By moving

beyond this dichotomy, educators can better address the complexities of human development and create more supportive environments that cater to each child's individual strengths and challenges. The term "handicapped" also risks stigmatization, making it crucial to focus on specific needs rather than labels.

The Warnock Report indeed emphasizes a holistic view of special educational needs (SEN), advocating for an approach that considers a child's abilities alongside their disabilities. Here's a clearer breakdown of its implications:

1. Unique Access to Learning: This aspect highlights the need for tailored strategies that enable children to engage with the curriculum. This could involve assistive technologies, adapted classroom environments, or specialized teaching methods that cater to diverse learning styles and needs.

2. Modified or Special Programs: The report supports the idea that some children may require specific educational programs that are distinct from the standard curriculum. However, this can be challenging within the framework of the National Curriculum, which aims for uniformity. Schools must balance the necessity of adaptations with adherence to these guidelines.

3. Social and Emotional Considerations: Recognizing the impact of the social environment and emotional well-being is crucial. A supportive classroom climate fosters better learning outcomes, particularly for children with SEN, as it addresses their broader needs beyond academic performance.

The acknowledgment that many children may have multiple conditions further complicates the picture. Each child's educational plan should be individualized, recognizing the interplay of various disabilities and the unique ways they can affect learning. This individualized approach can help ensure that all children, regardless of their specific needs, receive the support required to thrive in a mainstream educational setting.

Ultimately, the Warnock Report calls for a comprehensive and flexible system that meets diverse needs while promoting inclusivity within educational institutions.

The special provisions for educational settings designed for students with emotional and behavioral challenges indeed play a critical role in addressing their unique needs. These provisions can be broadly categorized into several areas:

1. Individualized Support: Students with emotional and behavioral challenges often require tailored interventions that cater to their specific needs. Individualized Education Programs (IEPs) are essential in these settings, ensuring that instructional strategies are customized. This may include behavioral interventions, social skills training, and emotional regulation techniques, which are crucial for fostering a conducive learning environment.

2. Instructional Strategies: Teaching methods in these settings often differ significantly from traditional classrooms. Educators might employ trauma-informed practices, positive behavior support, and experiential learning strategies. These approaches

prioritize building trust and rapport, which are vital for students who may have experienced significant disruptions in their education due to their emotional or behavioral challenges.

3. Collaborative Relationships: The importance of building strong relationships among staff, students, and families cannot be overstated. Acceptance and collaboration among all stakeholders, including general education teachers, special education staff, and support personnel, are essential for creating an inclusive environment. Professional development focused on empathy and understanding diverse needs can facilitate this acceptance.

4. Resources and Materials: Educational resources in these settings often need to be adapted to support diverse learning styles and emotional needs. This might include sensory materials, social stories, and visual supports that help students navigate their emotions and behaviors. Access to mental health resources, such as counseling and therapy, is also crucial.

5. Integrated Schooling: For integrated settings, the success of special units within regular schools hinges on the acceptance and support from the wider school community. This includes fostering an inclusive culture where differences are embraced, and students with special needs are seen as integral members of the school community. Training and awareness programs for all staff and students can promote this acceptance.

Overall, the unique requirements of students with emotional and behavioral challenges necessitate specific instructional strategies and

resource allocations. The effectiveness of these provisions ultimately depends on a collaborative, supportive environment that prioritizes relationship-building and inclusivity.

The Warnock Report, published in 1978, was a significant document in the field of special education in the UK. It emphasized the importance of inclusive education and advocated for a system that recognizes the diverse needs of students with special educational needs (SEN).

Key points from the report regarding different age groups and teacher training include:

1. Provisions for Students Over 16: The report suggested that there should be more opportunities for young people with SEN to continue their education beyond the age of 16. This included recommendations for vocational training and further education tailored to their needs.

2. Support for Children Under 5: It highlighted the importance of early intervention for children with special needs, recommending that support should be available from a young age. This could involve specialized early years education and resources for families.

3. Teacher Training: The report called for improved teacher training to equip educators with the skills and knowledge to support students with SEN effectively. It emphasized the need for ongoing professional development and training in inclusive teaching practices.

Overall, the Warnock Report laid the groundwork for a more inclusive education system, advocating for the recognition and support of all students, regardless of their needs.

1. Learning Disability

Some critical aspects of learning challenges can impact students' educational experiences. Indeed, internal learning difficulties, such as slow language and cognitive development, play a significant role in the emergence of special educational needs. It's important to recognize that these challenges can affect even those with average or above-average intelligence, making it vital for educators to adopt a nuanced approach to support all learners.

Emotional and social factors, such as family instability or feelings of failure, can compound these learning difficulties, leading to a cycle that makes it harder for students to engage with the curriculum. Additionally, issues like sensory impairments, speech and language difficulties, and health-related absenteeism can further hinder academic progress.

Addressing these challenges requires a comprehensive strategy that includes early identification, tailored interventions, and a supportive learning environment that fosters both academic and emotional growth. Collaboration among educators, parents, and specialists is essential to create an inclusive atmosphere where all students can thrive.

The learning difficulties experienced by students are significantly shaped by various school-related factors. Key elements include recognizing individual needs, the level of personalized support from

teachers, setting realistic learning expectations, and providing suitable content for slower learners. Additionally, planning for the teaching of essential concepts and ensuring genuine success are crucial.

The Warnock Report emphasizes a shift in focus from a child's disabilities to their educational and personal requirements. This approach advocates for understanding learning difficulties within the context of how student characteristics interact with school standards, curricula, and instructional methods. Notably, the Report categorizes learning difficulties into four levels—mild, moderate, specific, and severe—highlighting the diverse curricular needs of students. This nuanced understanding aims to foster a more inclusive educational environment that supports all learners effectively.

The need for tailored instruction to meet the diverse needs of all students. It's important to recognize that special education is not merely an extension of general education but requires intentional modifications and accommodations to support each student's unique strengths and challenges.

By adapting teaching strategies, educators can create an inclusive environment where every student has the opportunity to thrive. This includes understanding individual learning styles, implementing appropriate resources, and fostering a supportive atmosphere. Without these adaptations, students with special needs may struggle to keep up, leading to gaps in their education and overall development. Ensuring equitable access to education is a fundamental right for all learners, and it requires ongoing commitment from educators to prioritize inclusivity and differentiation in their teaching practices.

Hallahan and Kauffman emphasize the necessity of special education and support tailored to individual requirements, acknowledging that students with impairments have unique educational demands. Gearheart further clarifies that these students often need specialized programs and resources due to their varied challenges in sensory, physical, cognitive, emotional, or communication areas.

The severity of these challenges can indeed influence educational progress and outcomes, with factors like age, gender, and environment playing significant roles. This perspective underscores the importance of individualized educational plans (IEPs) and targeted interventions to meet the diverse needs of these students effectively.

By promoting the idea that these individuals have the same rights as others, inclusive education fosters a sense of belonging and equality within the community. It addresses the diverse needs of all children, particularly those with disabilities, by creating an environment where they can learn alongside their peers.

The terminology around disability is crucial; using "inclusive" rather than terms like "special," "disabled," or "abnormal" helps combat stigma and promotes a more empowering perspective. Inclusive education not only enhances social interactions but also prepares students for real-life experiences by allowing them to engage with a diverse range of individuals. This approach contrasts sharply with mainstreaming and segregation, which often fail to provide the same level of integration and support.

Overall, inclusive education is about building a more equitable and accessible educational system that values the contributions of every student.

Addressing the educational underachievement of English Language Learners (ELLs) requires multifaceted strategies that go beyond standardized testing, which often fails to accurately reflect their abilities. Here are some effective approaches to consider:

1. Authentic Assessment: Implementing assessments that capture a broader range of student skills and knowledge can provide a more accurate picture of ELLs' academic progress. Portfolios, performance-based assessments, and formative assessments can showcase their capabilities in real-world contexts.

2. Differentiated Instruction: Tailoring instruction to meet the diverse needs of ELLs is crucial. This includes adapting lesson plans, using varied teaching strategies, and providing materials at different levels of complexity to ensure all students can engage with the content.

3. Culturally Relevant Curriculum: Integrating culturally relevant materials and perspectives into the curriculum can help ELLs connect their personal experiences to their learning, enhancing engagement and motivation.

4. Language Support Programs: Providing targeted language support, such as ESL programs or sheltered instruction, can help ELLs develop their language skills while accessing the core curriculum.

5. Professional Development for Educators: Training teachers to understand the unique challenges faced by ELLs, including language acquisition and cultural differences, can enhance instructional practices and improve student outcomes.

6. Family and Community Engagement: Involving families in the educational process can help bridge cultural gaps and support ELLs at home. Schools can organize workshops and provide resources in multiple languages to facilitate this involvement.

7. Collaborative Learning Environments: Encouraging cooperative learning among students can promote language development and social integration. Group activities allow ELLs to practice language skills in a supportive context.

8. Monitoring and Support Systems: Regularly monitoring ELLs' progress and providing additional support as needed can help identify students who may be at risk of underachievement or misplacement in special education programs.

By employing these strategies, educators can create a more equitable learning environment for ELLs, enabling them to thrive academically and socially.

The intersection of sociolinguistic and cultural backgrounds can complicate their educational experiences, leading to misidentification for special education services. It's essential for educators to understand these dynamics and to differentiate instruction effectively to meet the diverse needs of all students. Adapting the curriculum and using culturally responsive teaching methods can help create a more inclusive environment. This not only supports ELLs but also enriches the learning experience for all students. How can we further improve strategies to support ELLs with special needs in the classroom?

Curriculum implementation principles apply to all learners, including students with mild disabilities from culturally and linguistically

diverse backgrounds. An appreciation for the diversity that students bring to the educational setting is a value-added component (Hoover & Patton, in press). The curricular principles discussed by Garcia (2001), Hoover (2001), O'Malley and Pierce (1996), and Ovando, Collier, and Combs (2003) supplement the basic teaching principles and are important in implementing and differentiating the curriculum for ELLs with learning and behavioral problems. Effective curriculum implementation for ELLs with special needs focuses on academic content relevant to students' culture, background, environment, and prior experiences; and multiple content knowledge and skills that are reinforced over time and across subject areas.

Hoover and Patton in press expanded on these important teaching and curricular principles by outlining six curricular elements required to effectively select and differentiate curriculum and instruction for ELLs. Addressing these six factors will help the practitioner ascertain the best adaptations to the curriculum, while simultaneously valuing the learner's cultural and linguistic diversity (Hoover & Patton, 2016).

3.3. Effective Teaching Strategies for Inclusive Special Education

A key component of inclusive special education is the use of teaching strategies or interventions that have strong evidence of effectiveness and the avoidance of interventions that lack evidence of effectiveness. Teachers need to be able to identify the children with special educational needs and disabilities (SEND) in their classes and follow the practical guidelines for teaching them. However, they need to go beyond this. They need to make sure that they use instructional

strategies and interventions that have proven effectiveness for addressing the learning difficulties and managing the behavioral challenges that children with special educational needs and disabilities (SEND) present. This includes using interventions for facilitating the learning of academic skills such as reading, writing, listening and speaking social interaction in a broader context, it also includes using interventions for managing behavioral difficulties at individual, small-group, and class-wide levels. They also need to know how to overcome various barriers to the implementation of evidence-based practices in schools, as well as the key issues to be addressed in bringing about change to embed evidence-based practices in the culture of schools.

The six key evidence-based strategies that are included here are ones that Hattie (2009) found to have above-average overall effect sizes in his synthesis of interventions in the field of education. They are as follows: *cooperative learning, peer tutoring, formative assessment, evaluation and feedback, direct instruction, metacognitive strategies, and functional behavioral analysis.* These strategies can all be used with small groups of children or whole classes in mainstream schools that include children with special educational needs and disabilities (SEND), as well as in special classes or special schools, with children from preschool through to high school ages. These are key strategies that all teachers working in the field of inclusive special education should learn how to use effectively

B. Cooperative Learning

Cooperative learning has been found by Hattie (2009) to be one of the most effective class-wide interventions in the field of education

with an effect size of 0.59 when compared with individual learning. Cooperative learning is typically defined as the instructional use of small groups in which students work together to maximize their own and each other's learning (Johnson and Johnson 1992). Three of the major developers of cooperative learning, Johnson and Johnson (1992), Kagan (1994), and Slavin (1995), all define cooperative learning in terms which exclude simply working in small groups in order to make it clear that not all group work constitutes cooperative learning. What makes cooperative learning different from other types of group work largely lies in its two fundamental elements: positive interdependence and individual accountability. The authors above insist that the term cooperative learning can only be applied to activities where there is individual accountability and positive interdependence linked to group rewards or goals. Individual accountability is present when the performance of each individual student is assessed and the results given back to the group and the individual (Johnson and Johnson 1992). In addition, individual accountability requires that every member of the team is accountable for completing tasks so that no one can "hitchhike" on the work of others (Ning and Hornby 2010). When students are clear about their individual accountability and specific roles in group work, they are more likely to engage in active participation and feel motivated to learn.

Therefore, students in cooperative learning groups are likely to engage in more effort and take greater responsibility for their learning outcomes, since they are clear that their contribution to teamwork can be individually identified and assessed (Hornby 2009). Positive interdependence is present when students perceive that they can reach

their learning goals if and only if the other students in their group also reach their goals. It involves linking students together so one cannot succeed unless all group members succeed (Johnson et al. 1998).

Positive interdependence also generates peer norms favoring achievement, increases the quantity and quality of peer interaction, and thus creates a supportive and nonstressful learning environment. An examination of numerous research studies has suggested that cooperative learning strategies lead to higher academic achievement than individual or competitive approaches (Johnson et al. 1998). This has been found to be the case for both high-ability and low-ability children, for students of all ages, and across a wide range of subjects in the curriculum. In addition, it has been found that cooperative learning has positive social and motivational effects (Sharan, 1994). The term cooperative learning has been used to describe a wide range of different strategies including "Jigsaw" (Aronson and Patnoe, 1997), Think-Pair Share (Johnson and Johnson 1992), "Student Teams Achievement Divisions" (Slavin, 1995), "Numbered Heads Together" (Kagan, 1994), and "Group Investigation" (Sharan, 1994). All of these strategies have extensive research evidence supporting their effectiveness and have been used in a wide range of classrooms with a wide range of age groups throughout the world. So cooperative learning provides a treasure trove of effective strategies that are ideal for use in inclusive special education.

An important feature of cooperative learning is that it encourages the use of small groups that have a wide range of ability within them, rather than grouping students with similar abilities together.

This makes it an ideal approach to use in classrooms that include children with special educational needs and disabilities (SEND) and is therefore highly compatible with the aims of inclusive special education. Therefore, as Putnam (2009, p. 93) states, "Cooperative learning, when properly implemented, is an essential approach for the inclusive classroom."

C. Peer Tutoring

An intervention that is often used within cooperative learning approaches but is also an important strategy in its own right is peer tutoring. Hattie (2009) reports an effect size of 0.55 for peer tutoring, so it is clearly an intervention that has strong evidence supporting its effectiveness. Peer tutoring, also referred to as "peer-assisted learning" or "peer-mediated instruction," is a technique that can be used with individual students, small groups of students, or as a class-wide strategy. It involves children acting as tutors to other children (tutees) on a one-to-one basis under the supervision of a teacher. The format of peer tutoring varies from highly structured, with training for tutors and a prescribed procedure, through semi-structured tutoring where tutors are provided with guidance but can adapt procedures as they go, to unstructured peer tutoring in which the procedures followed by tutors are not set by teachers. There Key Evidence-Based Practices for Inclusive Special Education 67 are also many types of peer tutors including same age tutor and tutee, older tutor to younger child, more able tutor to less able child of the same age or younger, less able child as tutor to younger child, and behaviorally challenged student as tutor to younger less able child. Peer tutoring has been used to support

learning across a wide range of academic curriculum areas and has been found to facilitate both cognitive and social gains, including improvements in academic achievement for a diversity of learners, in a wide range of subjects including literacy, numeracy, language arts, science, social studies, and physical and health education (Goodlad and Hirst 1989; Topping 2001).

The effectiveness of peer tutoring has been demonstrated in many studies (Topping 2005). It can be used in mainstream school classrooms as well as in special classes and special schools. It enables children with SEND to receive individual attention on a level beyond what class teachers can typically provide, through a relationship in which children feel unthreatened. Through peer tutoring, children receive frequent and immediate feedback on their progress as well as positive reinforcement for their efforts from role models with whom they feel comfortable. In addition to these benefits for tutees, peer tutoring also has advantages for tutors and teachers (Hornby et al. 1997). Tutors typically gain academically from taking on the role of teaching others, and the responsibility often brings about more positive attitudes and behavior. It can help them develop empathy with others and alter tutors' perception of themselves, bringing about changes in their behavior in addition to the learning of those they tutor. Tutoring younger children can bring a sense of self-worth and success to children with SEND who can benefit as tutors while accruing gains for their tutees. Therefore, peer tutoring not only brings about academic gains but also improvements in social behavior and attitudes of the children involved, thereby improving the social climate of the classroom, which is a major advantage for teachers.

D. Direct Instruction

The term "direct instruction" is used in various ways in the education literature and is sometimes confused with the use of didactic means of instruction such as the teacher-dominated "chalk-and-talk" approach (Rosenshine 2008). The most common use of the term direct instruction has evolved from two main sources. It first emerged from the widespread use of highly prescriptive teaching programs such as "DISTAR," developed in the 1960s, and "Success for All," developed in the 1980s. The second source for direct instruction was the major studies of effective teaching and teacher effectiveness that have been conducted in the past 30 years. Findings of this research have helped to clarify the approach to teaching that is now termed direct instruction (Adams and Engelmann, 1996). Direct instruction is more a teaching model than an elaborated program for teaching, say, reading or mathematics. The teaching practices it involves are teacher directed. It emphasizes the use of individual or small-group, face-to-face instruction by teachers using carefully designed lessons in which skills to be taught are broken down into small steps, sequenced deliberately, and taught explicitly (Carnine, 2006). In his synthesis of research evidence, Hattie (2009) found direct instruction to have an overall mean effect size of 0.59 indicating that it has well above-average effectiveness in improving academic achievement.

Hattie outlines the seven steps involved in implementing direct instruction as below. First, teachers should clarify their learning intentions. That is, consider the specific knowledge, understanding, or skills that students will learn. Second, teachers establish clear criteria

for evaluating whether learning has been successful. Third, teachers build engagement and commitment of students to focus attention on the learning task. Fourth, teachers provide input, such as information needed, model the task through use of examples, and check for understanding by making sure that students can do it correctly. Fifth, teachers provide individual feedback and remediation as necessary. Sixth, teachers review and clarify key points. Seventh, teachers ensure students practice the new learning in different situations in order to facilitate generalization to different contexts.

E. Metacognitive Strategy

Metacognitive strategies are techniques used to help students understand the way they learn, in other words, to "think" about their "thinking." Many people are familiar with metacognitive strategies through the work of Edward De Bono and his "Six Thinking Hats" (2004). The importance of this area has now been recognized through the inclusion of thinking skills as one of the five key competencies students need to develop in the New Zealand National Curriculum (MoE, 2007). Metacognitive strategy training consists of explicit teaching and coaching of students in thinking skills that will allow them to improve their own learning. Teachers who teach using metacognitive strategies can positively impact students with SEND by helping them to acquire new information and skills more efficiently (McLeskey et al. 2013). Hattie (2009) reports the overall average effect size for metacognitive strategies to be 0.69, so they are among some of the most effective interventions that teachers can use. Three of the most extensively researched metacognitive strategies that can be

implemented in the classrooms with children with SEND are outlined below:

a. Study Skills

Study skills are critical for student success across all educational levels. They encompass a range of techniques and strategies that help students effectively manage their learning processes. The importance of study skills is underscored by Hattie's (2009) findings, which report an average effect size of 0.59—an indication that students who develop these skills are likely to see a significant improvement in their academic achievement.

Components of Study Skills.

Teaching study skills involves fostering abilities that support students in planning, monitoring, and evaluating their progress. Key components include:

- **Note-taking**: Effective note-taking techniques allow students to distill information during lectures and readings, enabling them to retain key concepts and details. Various methods, such as the Cornell Method or mind mapping, can enhance the effectiveness of note-taking.

- **Summarizing**: This skill involves distilling information into concise and coherent formats, which encourages students to identify main ideas and themes. Summarizing helps reinforce understanding and retention of the material.

- **Organization**: Organizational skills involve managing materials and schedules effectively. Techniques might include using

planners, creating to-do lists, or organizing study materials into folders. This helps students allocate time efficiently and reduces feelings of overwhelm.

- **Using Checklists**: Checklists serve as practical tools for students to track their tasks and responsibilities. They promote accountability and provide a clear path for completing assignments or preparing for exams.

- **Memory Improvement Strategies**: These techniques, including rehearsal (repeating information) and mnemonics (creating acronyms or memorable phrases), enhance retention and recall. For instance, mnemonics can help students remember complex information, such as lists or sequences.

Implementation in the Classroom:

Incorporating study skills into the curriculum can be achieved through direct instruction, modeling, and practice. Educators can embed study skills training within existing subjects or offer dedicated workshops. By using collaborative learning environments, students can share strategies and support one another in developing these essential skills.

F. Concept Mapping

Concept mapping is a visual representation tool that illustrates the relationships between different concepts or ideas. It is also referred to as semantic mapping or graphic organizers (McLeskey et al., 2013; Salend, 2011). This strategy not only aids in organizing information

but also promotes active engagement with the material, which is crucial for deeper learning.

According to Hattie (2009), concept mapping boasts an effect size of 0.57**,** indicating its strong potential to enhance student learning outcomes. The use of concept mapping is particularly beneficial for students with learning or literacy difficulties, as it provides a clear structure for organizing thoughts and ideas.

Benefits of Concept Mapping:

- *Enhances Understanding:* By visually mapping out concepts, students can better understand the connections and relationships between different ideas. This holistic view aids comprehension and fosters critical thinking.

- *Facilitates Prior Knowledge Activation:* Concept maps can be used at the start of a lesson to activate prior knowledge, helping students recall what they already know about a topic. This sets a foundation for new learning and helps to integrate new information with existing knowledge.

- *Encourages Collaboration*: Concept mapping can be done collaboratively, allowing students to engage in discussions and share perspectives. This collaborative effort can lead to richer understanding and a sense of community in the classroom.

Methods of Implementation.

Educators can introduce concept mapping in various ways, including:

- *During Lessons*: At the beginning of a lesson, teachers can present a concept map to outline key ideas and vocabulary, providing students with a roadmap for what they will learn.

- *As a Review Tool*: After a unit or lesson, students can create their own concept maps to summarize what they've learned, reinforcing retention and understanding.

- *Integrating Technology:* Digital tools and applications allow students to create interactive concept maps, making the process engaging and accessible.

G. Reciprocal Teaching strategy

Reciprocal teaching has been found by Hattie (2009) to be one of the most effective interventions in the field of education with an effect size of 0.74. Reciprocal teaching uses the skills of summarizing text, generating questions, clarifying, and predicting (Gilroy and Moore, 2010; Kelly et al. 1994). Each of these strategies is used as a means of aiding students to construct meaning from text as well as a means of monitoring their reading, for example, to ensure they understand what they are reading. It is also a way of ensuring students who do not normally lead in a small-group situation take a turn to do so, as leadership is shared in the group, with students taking turns to lead. Reciprocal teaching was developed by Palincsar and Brown (1984) who also conducted trials to determine its effectiveness. They found that 70 % of students improved their comprehension of what they were reading over the course of five different passages, after reciprocal teaching. This contrasted with the control group who did not

improve their performance over the five passages. The experimental group functioned more independently and improved the quality of their summaries over time. This procedure was repeated with a larger group and 71 % improved in their comprehension of text as opposed to 19 % of the control group. Teachers also reported behavioral gains with less time spent on behavior management in groups when using reciprocal teaching.

3.4. Functional Behavioral Analysis

Classroom behavioral interventions were found by Hattie (2009) to have an overall average effect size of 0.8 emphasizing their importance in facilitating learning. The best known of these interventions is functional behavioral analysis, which is an approach to behavior management that can be used with individual children, small groups, and whole classes. A functional analysis of problem behavior typically includes an observable and measurable description of the problem behavior, identification of background variables, antecedents or trigger situations that predict when behaviors will occur, identification of possible consequences to maintain or reduce the rate of problem behaviors, the development of hypotheses that explain the causes of behaviors, and the collection of observational data in order to test the hypotheses (Scott et al. 2004).

Scott et al. (2004) promote the use of functional behavioral assessment in order to effectively and efficiently change problem behavior in mainstream classrooms. However, the approach has

also been shown to be applicable to children in special classes or special schools (see Ogier and Hornby 1996). Functional behavioral analysis provides a means to examine behavioral interactions and plan interventions. It involves conducting observations and collecting data on behaviors; using that data to plan interventions for difficult behavior; choosing interventions appropriate for the student, teacher, and context; as well as ensuring the maintenance and generalization of positive behavior changes.

Chapter IV
Implementation of Inclusive Class Management In Nort Sumatra

4.1. Implementation of Inclusive EFL Class Management

Inclusive learning management is designed to ensure that children with special needs receive an equitable, high-quality education that supports their unique conditions, potentials, and needs. Like regular learning, Learning in inclusive Class at one of private Islamic schools in North Sumatra involved three core phases—planning, implementation, and assessment—structured to foster effective and efficient educational outcomes.

1. Planning

- This phase The English Teacher developed strategies that consider the diverse abilities and needs of each student. Educators collaborate with specialists to design curricula, set objectives, and ensure that resources, such as adaptive materials or assistive technologies, are available.

2. Implementation

- The actual delivery of instruction emphasizes differentiated teaching methods, which cater to various learning styles and paces. Inclusive practices in the classroom foster an environment where all students, including those with special needs, can participate meaningfully. The English Teacher and shadow teacher of the school employed flexible grouping, personalized learning tasks, and peer-assisted learning.

3. Assessment

- In inclusive learning, assessment is tailored to accommodate each student's abilities. This included alternative forms of assessment, such as verbal responses, or project-based evaluations (of course in simple thing), rather than standardized testing alone. The goal is to accurately measure progress and adapt future instruction based on each student's growth.

A. Goals of Inclusive Learning Management for Special Needs

The ultimate objective is to provide a fair, dignified, and high-quality education, enabling students to become socially integrated individuals. By addressing individual needs, inclusive learning nurtures a sense of belonging, empowering students to contribute to their families, communities, and the nation as a whole.

The following was inclusive learning management done the English Teacher and shadow teacher in English class:

1) Inclusive Learning Planning

Learning planning can be interpreted as a preparation process subject matter, use of learning media, use of approaches or learning methods, and assessment in a time location that will be carried out in the future certain goals to achieve specified goals. If the learning plan is prepared well, then the learning targets can be achieved optimally. The role played by the teacher in planning learning is to create learning tools. Learning tools are several preparations prepared by the English teacher so that the implementation and evaluation of learning can be carried out effectively systematic and obtain results as expected.

At this stage the teacher implements the learning program and organizes students with special needs in regular classes according to the plan that has been prepared. Implementation of learning is carried out through individualization of teaching, meaning; children learn on the same topic, at the same time and space, but with different materials, children with special needs have a companion teacher (shadow teacher).

2) Implementation of Learning planning.

The implementation of a learning plan encompasses three structured phases: preliminary activities, core activities, and closing activities. Each phase contributes to a cohesive and comprehensive educational experience, facilitating student engagement and knowledge acquisition.

a) Preliminary Activities

In the preliminary stage, instructors undertake essential preparatory actions to optimize student readiness and contextual understanding. Specifically, these actions include:

1. Psychological and Physical Preparation: Teachers work to ensure students are mentally and physically prepared, fostering a conducive learning environment that promotes focus and engagement.

2. Activation of Prior Knowledge: Through targeted questioning, instructors connect prior knowledge with new material, allowing students to integrate previous learning and develop a scaffolded understanding.

3. Articulation of Learning Objectives and Competencies: Instructors clearly outline the intended learning outcomes, or basic competencies, ensuring students are aware of the skills or knowledge they are expected to acquire.

4. Explanation of Material Scope and Activity Structure: Teachers provide an overview of the material and explain the activities as outlined in the syllabus, enabling students to anticipate the learning process and understand its alignment with broader curriculum goals.

b) Core Activities

The core activities constitute the primary instructional phase, designed to foster in-depth learning through an

engaging, student-centered approach. This phase is characterized by:

- *Interactive and Inspiring Instructional Methods:* The instructional approach is crafted to be interactive, inspiring, and enjoyable, thereby motivating students to participate actively. Teachers create an environment that is intellectually stimulating, challenging, and enjoyable, facilitating sustained student engagement.

- *Promotion of Student Autonomy and Creativity:* Within the core activities, students are encouraged to demonstrate initiative, creativity, and independence. Instruction is adapted to individual students' talents, interests, and developmental levels, providing them with opportunities to engage meaningfully with the material.

- *Adaptive Pedagogical Strategies:* Instructional methods are selected based on the characteristics of the students and subject matter, often encompassing three phases:

  o Exploration: Students are encouraged to investigate and critically engage with new information.

  o Elaboration: This phase involves applying, analyzing, and extending new knowledge, allowing students to build upon and deepen their understanding.

  o Confirmation: Through feedback and reinforcement, instructors help consolidate students' understanding, often through guided practice or reflective discussion.

This structured approach to instructional implementation fosters a supportive, adaptive learning environment that is aligned with both educational standards and the unique needs of individual learners.

- *Closing Activities in the Lesson.*

    During the closing activities, teachers help students wrap up the lesson and prepare for future learning. Key steps include:

    1. Summary and Conclusion: The teacher and students collaboratively or independently summarize key concepts from the lesson, reinforcing learning.

    2. Assessment and Reflection: Teachers and students reflect on the day's activities, assessing engagement and understanding in a structured way.

    3. Feedback: Teachers provide targeted feedback on students' learning processes and outcomes to support their growth.

    4. Follow-Up Planning: Based on assessment results, teachers plan for remedial support, enrichment activities, counseling, or assignments tailored to student needs.

    5. Preview of Next Lesson: The teacher briefly outlines what students can expect in the next class, creating continuity and preparing them for upcoming content.

3) Evaluation of Inclusive Learning

In inclusive classrooms, evaluations must be adapted to fit the diverse needs of students, including those with special needs. Teachers' roles in evaluating inclusive learning include:

1. Individualized Evaluations: For students with special needs, assessments align with individual learning plans (IEPs), ensuring that evaluations are personalized.

2. Narrative Progress Reports: Reports on students' progress include narrative details, offering insight into individual achievements and challenges.

3. Special Considerations: Teachers consider the specific needs or disabilities of each student when evaluating, ensuring a fair and supportive assessment process.

4. Alternative Evaluation Media: For students with specific challenges, such as reading difficulties, visual aids or image-based assessments can be used to measure understanding.

4.2. Evaluating Inclusive Learning Program for Students With Special Needs.

Evaluating the effectiveness of an inclusive program for children with special needs involves analyzing individual progress, the effectiveness of teaching strategies, and the inclusivity of learning environments, focusing on how well each child's unique learning objectives are met by doing the following activities:

a) Assessment During Teaching and Learning Activities

Assessments during the learning process are essential for gauging student understanding and engagement in real-time. These can take several forms:

• Verbal Assessments: Asking questions or holding discussions to check comprehension, encourage critical thinking, and get immediate feedback from students.

• Written Assessments: Short quizzes, exit tickets, or reflective journals that provide insight into students' grasp of the material and highlight areas needing clarification. Observational Assessments: Monitoring students' participation, behavior, and interactions to assess engagement, skills application, and any need for additional support.

b) Follow-Up on Assessment Results During Teaching and Learning Activities.

Following up on assessment results is critical to ensure that any gaps in understanding or skills are addressed promptly:

• **Providing Immediate Feedback**: Offering constructive feedback on assessments to help students understand their strengths and areas for improvement.

• **Remedial Support**: For students who may failed. (Direktorat Pendidikan Luar Biasa, 2004:6)

4.3. Inclusive Education Curriculum implementation.

The curriculum is an essential tool for guiding both teaching and learning, designed to achieve specific educational goals. According to Hilda Taba (in Hidayat, 2011: 8), a curriculum consists of general and specific objectives and is organized in a way that allows for effective learning and teaching experiences.

The curriculum for the inclusive education program is primarily based on the regular curriculum used in public schools. This ensures that students with special needs receive a standard education alongside their peers. However, The private Islamic school also integrates the curriculum issued by the Education Department, which specifically caters to their unique requirements.

Recognizing the diverse needs of students, the school makes necessary adjustments to accommodate individual conditions. These adjustments are not made in isolation but through a collaborative process involving the curriculum development team, special education teachers, psychologists, and other relevant experts. This collaborative approach ensures that the curriculum is tailored effectively to meet the varied needs of all students, promoting an inclusive learning environment.

This flexible approach to curriculum design ensures that all students, regardless of their abilities, have access to quality education, fostering an environment of equality and inclusion at the school.

The private Islamic school aims to improve the quality of education by fostering a learning environment that accommodates

the diverse needs and potential of all students. The school's inclusive approach emphasizes the importance of addressing both mental and spiritual differences among students to help shape their character and promote their overall development. The curriculum adopted by School is aligned with the Ministry of Education's standards but it is still adapted to meet the diverse learning needs of the student body.

As an inclusive institution, the school follows a set of principles designed to ensure quality education for every student. These principles guide the implementation of the school's inclusive curriculum:

1. Creating a Warm and Welcoming Environment:

The school as this research location recognizes the importance of providing a safe, warm, and friendly classroom atmosphere. This environment is designed to accept and celebrate diversity while respecting individual differences. By fostering a climate of acceptance, the school promotes positive social interactions among students and supports their emotional and social growth.

2. Managing Heterogeneous Classrooms:

One of the key features of the inclusive curriculum at the school is its ability to accommodate diverse learners. The school implements an individualized approach to learning that allows teachers to adjust lessons based on students' varying academic levels, learning styles, and special needs. The aim is to ensure that all students, regardless of their abilities, are able to access and benefit from the curriculum.

3. Developing Adaptive Curriculum and Lesson Plans:

Teachers of the school are trained to create adaptive lesson plans that cater to the unique needs of each student. The curriculum is flexible, allowing for adjustments and modifications based on the learning abilities of the students. This adaptive approach ensures that students with different levels of ability and learning styles can engage with the material and achieve their academic potential.

4. Interactive Learning:

The school promotes interactive learning methods to engage students more effectively. Teachers use various interactive teaching strategies, such as group activities, hands-on learning experiences, and technology tools, to enhance student participation. This approach encourages active learning, critical thinking, and collaborative problem-solving, fostering a more inclusive and dynamic classroom environment.

5. Collaboration Between Regular and Shadow Teacher:

The school places a strong emphasis on collaboration between regular teachers and shadow teachers. Shadow teachers, who support students with special needs or learning difficulties, work closely with regular classroom teachers to plan, implement, and evaluate lessons. This collaboration ensures that all students receive the necessary support and attention to succeed in the classroom.

6. Involving Parents in the Educational Process:

The School teachers recognize the importance of involving parents in their children's education. The school encourages

meaningful communication between educators and parents, creating a partnership that supports the child's learning and development. Parents are actively involved in the planning and evaluation of their child's educational progress, ensuring that the needs of students are met both at school and at home.

7. Using Appropriate Learning Media:

The school of the research location carefully select and use learning media that are suitable for the diverse abilities of their students, including those with special needs. This might include visual aids, assistive technology, tactile learning tools, and other resources that help students engage with the material in a way that aligns with their learning capabilities.

Through the careful implementation of these principles, the Private Islamic School strives to create an inclusive educational environment that not only meets the academic needs of all students but also supports their social and emotional development. The school's commitment to individualized learning, teacher collaboration, and active parental involvement helps ensure that each student can thrive in a supportive and nurturing environment.

A. Inclusive Curriculum Development Model

The inclusive curriculum development model is designed to provide equal access to education for all students, including those with special needs. Below are three inclusive curriculum models that can be implemented in inclusive schools:

1. Regular Curriculum Model

This model refers to a curriculum that is applied to all students regardless of their special needs. In this model, students with special needs will follow the same curriculum as other students in regular classes.

Application: Students with special needs, such as the blind, deaf, quadriplegic and hearing impaired, take part in learning activities with their friends in regular classes.

Special Services: Even though the curriculum followed is the same, special service programs will be provided to support their learning process, such as learning guidance, motivation development, and learning persistence training.

Learning Modifications:

Visually Impaired: Use of Braille as an aid.

Deaf: Use of sign language for communication.

This model is suitable for students with special needs who do not experience intelligence barriers, so that they can follow the regular curriculum with slight modifications to the methods and tools used.

2. Regular Curriculum Model with Modifications

In this model, teachers make adjustments or modifications to learning strategies, types of assessment, and other additional programs to meet the individual needs of students with special needs.

Modification of Learning Strategies: Teachers can use various techniques and methods that are more flexible, for example the use of technology, visual-based approaches, or multisensory approaches.

Assessment Adjustments: Assessments are carried out in a way that is more appropriate to students' conditions, for example by providing longer time, observation-based assessments, or assessments that are more based on practical abilities.

Student Needs: In this model, some students with special needs may already be taking an Individualized Learning Program (PPI) designed specifically for them.

Holistic Approach: These modifications ensure that the curriculum remains relevant and accessible to students of varying ability levels, providing a more equitable opportunity to learn.

3. PPI Curriculum Model (Individual Learning Program)

This curriculum model is more specific and tailored for students who have significant learning obstacles and cannot follow the regular curriculum, even with modifications. In this model, education is tailored to individual learning needs, with a focus on overall student development.

PPI. Development: Individual Learning Programs (PPI) are prepared by a development team consisting of class teachers, special education teachers, school principals, parents, and other experts such as psychologists or educational therapists.

PPI's goal: Develop a curriculum that is simpler or adapted to the level of development and learning needs of students. Some parts of the regular curriculum can be eliminated or replaced with material that is more suited to students' abilities.

Implementation in Regular Classes: Students with PPI can still attend regular classes, even though the curriculum applied is different from the curriculum used for students without special needs. This allows them to integrate with their peers in an inclusive environment, but with a more personalized approach.

This model is very important to ensure that students who have more severe learning obstacles, such as developmental disorders or serious learning disorders, still have the opportunity to develop according to their potential. Overall, these three inclusion curriculum models provide different approaches, depending on the level of students' special needs. Each model has the same goal, namely ensuring that all students, without exception, have equal access to quality education, with the various supports and modifications necessary to achieve this.

The private Islamic school as this research location aims to improve the quality of education by fostering a learning environment that accommodates the diverse needs and potential of all students. The school's inclusive approach emphasizes the importance of addressing both mental and spiritual differences among students to help shape their character and promote their overall development. The curriculum adopted by the school is aligned with the Ministry of Education's standards but is adapted to meet the diverse learning needs of the student body.

As an inclusive institution, the school follows a set of principles designed to ensure quality education for every student. These principles guide the implementation of the school's inclusive curriculum:

1. Creating a Warm and Welcoming Environment:

   The Islamic Private school as this research location recognizes the importance of providing a safe, warm, and friendly classroom atmosphere. This environment is designed to accept and celebrate diversity while respecting individual differences. By fostering a climate of acceptance, the school promotes positive social interactions among students and supports their emotional and social growth.

2. Managing Heterogeneous Classrooms:

   One of the key features of the inclusive curriculum at the private Islamic school is its ability to accommodate diverse learners. The school implements an individualized approach to learning that allows teachers to adjust lessons based on students' varying academic levels, learning styles, and special needs. The aim is to ensure that all students, regardless of their abilities, are able to access and benefit from the curriculum.

3. Developing Adaptive Curriculum and Lesson Plans:

   The private Islamic school teachers are trained to create adaptive lesson plans that cater to the unique needs of each student. The curriculum is flexible, allowing for adjustments and modifications based on the learning abilities of the students.

This adaptive approach ensures that students with different levels of ability and learning styles can engage with the material and achieve their academic potential.

4. Interactive Learning:

   The school promotes interactive learning methods to engage students more effectively. Teachers use various interactive teaching strategies, such as group activities, hands-on learning experiences, and technology tools, to enhance student participation. This approach encourages active learning, critical thinking, and collaborative problem-solving, fostering a more inclusive and dynamic classroom environment.

5. Collaboration Between Regular and Shadow Teacher:

   The private Islamic school places a strong emphasis on collaboration between regular teachers and shadow teachers. Shadow teachers, who support students with special needs or learning difficulties, work closely with regular classroom teachers to plan, implement, and evaluate lessons. This collaboration ensures that all students receive the necessary support and attention to succeed in the classroom.

6. Involving Parents in the Educational Process:

   The Private Islamic school teachers recognize the importance of involving parents in their children's education. The school encourages meaningful communication between educators and parents, creating a partnership that supports the

child's learning and development. Parents are actively involved in the planning and evaluation of their child's educational progress, ensuring that the needs of students are met both at school and at home.

7. Using Appropriate Learning Media:

The Teachers of the private Islamic school School carefully select and use learning media that are suitable for the diverse abilities of their students, including those with special needs. This might include visual aids, assistive technology, tactile learning tools, and other resources that help students engage with the material in a way that aligns with their learning capabilities.

Through the careful implementation of these principles, The school strives to create an inclusive educational environment that not only meets the academic needs of all students but also supports their social and emotional development. The school's commitment to individualized learning, teacher collaboration, and active parental involvement helps ensure that each student can thrive in a supportive and nurturing environment.

4.4. Goals of Inclusive Learning Management for Special Needs

The ultimate objective is to provide a fair, dignified, and high-quality education, enabling students to become socially integrated individuals. By addressing individual needs, inclusive learning nurtures a sense of belonging, empowering students to contribute to their families, communities, and the nation as a whole.

The following was inclusive learning management done by the English Teacher and shadow teacher in English classes carried out at the private Islamic school:

1. **Inclusive Learning Planning**

   Learning planning can be interpreted as a preparation process subject matter, use of learning media, use of approaches or methods learning, and assessment in a time location that will be carried out in the future certain goals to achieve specified goals. If the learning plan is prepared well, then the learning targets can be achieved optimally. The role played by the teacher in planning learning is to create learning tools. Learning tools are several preparations prepared by the English teacher so that the implementation and evaluation of learning can be carried out effectively systematic and obtain results as expected.

   At this stage the teacher implements the learning program and organizes students with special needs in regular classes according to the plan that has been prepared. Implementation of learning is carried out through individualization of teaching, meaning; children learn on the same topic, at the same time and space, but with different materials, Children with special needs have a companion teacher (Shadow teacher).

2. **Implementation of Learning planning.**

   The implementation of a learning plan encompasses three structured phases: preliminary activities, core activities, and closing activities. Each phase contributes to a cohesive

and comprehensive educational experience, facilitating student engagement and knowledge acquisition.

A. Preliminary Activities

In the preliminary stage, instructors undertake essential preparatory actions to optimize student readiness and contextual understanding. Specifically, these actions include:

i. Psychological and Physical Preparation: Teachers work to ensure students are mentally and physically prepared, fostering a conducive learning environment that promotes focus and engagement.

ii. Activation of Prior Knowledge: Through targeted questioning, instructors connect prior knowledge with new material, allowing students to integrate previous learning and develop a scaffolded understanding.

iii. Articulation of Learning Objectives and Competencies: Instructors clearly outline the intended learning outcomes, or basic competencies, ensuring students are aware of the skills or knowledge they are expected to acquire.

iv. Explanation of Material Scope and Activity Structure: Teachers provide an overview of the material and explain the activities as outlined in the syllabus, enabling students to anticipate the learning process and understand its alignment with broader curriculum goals.

B. Core Activities

The core activities constitute the primary instructional phase, designed to foster in-depth learning through an engaging, student-centered approach. This phase is characterized by:

i. Interactive and Inspiring Instructional Methods:

The instructional approach is crafted to be interactive, inspiring, and enjoyable, thereby motivating students to participate actively. Teachers create an environment that is intellectually stimulating, challenging, and enjoyable, facilitating sustained student engagement.

ii. Promotion of Student Autonomy and Creativity: Within the core activities, students are encouraged to demonstrate initiative, creativity, and independence. Instruction is adapted to individual students' talents, interests, and developmental levels, providing them with opportunities to engage meaningfully with the material.

iii. Adaptive Pedagogical Strategies: Instructional methods are selected based on the characteristics of the students and subject matter, often encompassing three phases:

a. Exploration: Students are encouraged to investigate and critically engage with new information.

b. Elaboration: This phase involves applying,

analyzing, and extending new knowledge, allowing students to build upon and deepen their understanding.

c. Confirmation: Through feedback and reinforcement, instructors help consolidate students' understanding, often through guided practice or reflective discussion.

This structured approach to instructional implementation fosters a supportive, adaptive learning environment that is aligned with both educational standards and the unique needs of individual learners.

C. Closing Activities in the Lesson

During the closing activities, teachers help students wrap up the lesson and prepare for future learning. Key steps include:

a. Summary and Conclusion: The teacher and students collaboratively or independently summarize key concepts from the lesson, reinforcing learning.

b. Assessment and Reflection: Teachers and students reflect on the day's activities, assessing engagement and understanding in a structured way.

- **Feedback**: Teachers provide targeted

    feedback on students' learning processes and outcomes to support their growth.

- **Follow-Up Planning**: Based on assessment results, teachers plan for remedial support, enrichment activities, counseling, or assignments tailored to student needs.

- **Preview of Next Lesson**: The teacher briefly outlines what students can expect in the next class, creating continuity and preparing them for upcoming content.

D. Evaluation of Inclusive Learning

In inclusive classrooms, evaluations must be adapted to fit the diverse needs of students, including those with special needs. Teachers' roles in evaluating inclusive learning include:

E. Individualized Evaluations: For students with special needs, assessments align with individual learning plans (IEPs), ensuring that evaluations are personalized.

F. Narrative Progress Reports: Reports on students' progress include narrative details, offering insight into individual achievements and challenges.

G. Special Considerations: Teachers consider the specific needs or disabilities of each student when evaluating, ensuring a fair and supportive assessment process.

H. Alternative Evaluation Media: For students with specific challenges, such as reading difficulties, visual aids or image-based assessments can be used to measure understanding.

4.5. The student engagement in Inclusive EFL Class .

Social interaction is a fundamental aspect of children's cognitive, emotional, and social development, especially in educational settings where they encounter diverse peer groups. In classrooms, interactions among students are crucial for cultivating essential skills such as communication, empathy, tolerance, and respect for diversity. These skills are not only foundational to a child's social growth but also play

a significant role in shaping their psychological and emotional well-being. When children engage with their peers, they learn to navigate various social dynamics, build friendships, collaborate, and understand different perspectives, all of which contribute to more complex forms of reasoning, emotional regulation, and self-confidence.

For children with special needs, classroom interactions are especially important. These students benefit from additional opportunities to practice and improve their communication skills, particularly if they experience delays in speech or other social difficulties. Through structured and supportive interactions, children with special needs can enhance their ability to express themselves verbally, gain insights into others' perspectives, and build meaningful connections. Over time, this practice helps them strengthen their ability to articulate needs, interpret social cues, and develop self-advocacy skills. Additionally, social interaction provides them with a platform to practice adaptive behaviors, increasing their overall confidence and resilience in social settings.

Teachers play a vital role in nurturing an inclusive and respectful classroom environment, striving to create a space where all students can thrive. By facilitating and encouraging interactions between students with and without special needs, teachers work to minimize social divides, fostering a sense of unity and mutual respect within the classroom. They often employ strategies that encourage empathy and collaboration, such as group projects, peer-assisted learning, and class discussions that promote shared understanding. Through these methods, teachers guide students to appreciate each other's strengths

and differences, cultivating a classroom culture that values diversity and inclusivity.

As a result of these deliberate efforts, classrooms become environments where all students, regardless of their abilities, can engage meaningfully with one another. Peers develop a sense of respect and understanding toward children with special needs, learning to appreciate and support their unique contributions. Over time, such inclusivity leads to a cohesive classroom community where stigma is reduced, and acceptance is nurtured. These positive dynamics not only benefit children with special needs but also enrich the educational experience for all students, creating a foundation for lifelong empathy, collaboration, and respect for diversity. Associative social interactions encompass positive, cooperative exchanges where individuals and groups engage with each other to foster harmonious relationships, mutual support, and social cohesion. These interactions are foundational to societal well-being, promoting unity, solidarity, and a sense of collective identity across diverse social contexts. As noted by Aprilyanti et al. (2021), associative interactions are key to establishing societal cohesion by encouraging uniformity and mutual understanding within communities. These forms of interaction allow people to transcend individual differences and foster environments in which empathy, trust, and cooperation flourish. By enabling a collaborative spirit, associative interactions contribute to a stable social structure in which individuals feel a sense of purpose and belonging, vital for both personal development and community resilience.

In educational settings, associative social interactions take on a particularly significant role in promoting inclusivity. Schools, as

microcosms of society, offer structured opportunities for students from various backgrounds and with differing abilities to interact and learn from one another. In inclusive education, where students with and without disabilities learn side by side, associative interactions create pathways for all students to build relationships, share knowledge, and develop social skills in real-world contexts. For instance, during cooperative group tasks, students—including those with special needs—engage actively with their peers, contributing to a shared goal. Students with autism, for example, might initially exhibit a preference for solitary focus; however, with the right support, they can meaningfully participate in group activities that enhance mutual understanding and foster inclusive social bonds.

The benefits of such interactions are profound. When students with varying abilities collaborate, they not only develop cognitive and emotional skills but also cultivate empathy, patience, and adaptability. These skills are transferable beyond the classroom, helping students to engage in diverse social contexts and become more accepting, inclusive individuals. For students with special needs, participation in group tasks can improve social responsiveness, foster self-confidence, and build a stronger sense of belonging within the broader school community. At the same time, their peers without disabilities gain awareness and appreciation of diversity, learning to recognize and respect individual differences—a fundamental principle of inclusive education.

A core component of associative interactions in inclusive settings is the practice of accommodation. Accommodation involves adapting

or modifying behavior, communication, and interactions to create a supportive and responsive environment for everyone involved. In a classroom, for instance, teachers might adjust the format of group activities or alter communication methods to ensure that all students, regardless of individual needs or learning styles, can participate fully and feel respected. Similarly, students can practice accommodation by being mindful of their peers' needs, learning how to collaborate in ways that enhance collective understanding. These adjustments allow for a more dynamic, adaptable social environment that is responsive to diverse needs and experiences. Through accommodation, inclusive settings foster adaptive social engagement, promoting a culture of equity and belonging.

Ultimately, associative social interactions and accommodation in educational contexts not only facilitate academic growth but also prepare students for meaningful participation in broader societal structures. These experiences teach resilience, adaptability, and cooperative problem-solving—skills essential for navigating a diverse world. By fostering inclusive associative interactions, schools contribute to a society in which individuals are valued not only for their achievements but also for their unique perspectives and experiences. This approach cultivates a generation that views diversity as an asset, strengthening social unity and fostering an inclusive, collaborative society.

Dissociative social interactions, as described, are interactions that lead to division or competition among groups or individuals, often due to perceived differences. In educational settings, particularly

within schools, students with special needs may face these types of interactions, which can lead to feelings of competition, confrontation, or even subtle resentment from peers. This often stems from misunderstandings, stigmas, or biases related to their unique needs or behaviors.

According to Permatasary and Indriyanto (2016), the three main forms of dissociative social interactions are:

1. Competition: Efforts to achieve dominance or superiority, where individuals or groups aim to excel over others without resorting to violence or direct confrontation.

2. Controversy: Situations where open confrontations arise, as individuals or groups deliberately oppose each other, often to assert differing viewpoints or values.

3. Contravention: More subtle than outright conflict, this involves negative feelings such as dislike or irritation without direct opposition.

In the context of students with special needs, these interactions can lead to social isolation, bullying, or exclusion. Educators and counselors play a critical role in identifying and addressing these dynamics to foster inclusivity and understanding among students. The impact of these interactions also can significantly affect the mental health and academic success of students with special needs. Exposure to dissociative social interactions can increase stress, anxiety, and potentially lead to mental health issues such as depression (Rose, Espelage, & Monda-Amaya, 2009). Moreover, when students feel

marginalized or misunderstood, their motivation and performance in school may decline. Studies indicate that acceptance and social connection contribute to resilience and engagement in learning (Farmer, Lines, & Hamm, 2011).

Educators play a crucial role in mitigating dissociative social interactions through structured social and emotional learning (SEL) programs. These programs promote empathy, respect, and understanding among students, fostering a more inclusive environment (Collaborative for Academic, Social, and Emotional Learning (CASEL), 2020). Implementing anti-bullying policies, peer mentoring programs, and social skills training can further help reduce negative interactions and promote positive relationships in the classroom (McLeskey, Waldron, Spooner, & Algozzine, 2014).

Creating a supportive school environment benefits all students, as it encourages the development of empathy, cooperation, and open-mindedness (Sugai & Horner, 2020). By promoting inclusion and addressing dissociative social interactions, schools can cultivate a cohesive environment where every student feels valued and supported in their unique learning journey.

Barriers to Social Interaction of Students with Special Needs This study examines the social interactions between ordinary students and those with intellectual disabilities or developmental delays. Findings indicate that the social relationships among these groups tend to be positive and inclusive. Ordinary students often take the initiative to invite their peers with intellectual disabilities to participate in various activities, thereby fostering an environment of acceptance.

During social interactions, such as mealtimes and recess, students with intellectual disabilities are not excluded from conversations or activities. This inclusion suggests that ordinary students are willing to engage with their peers who have special needs, promoting a sense of belonging and community.

Furthermore, students with intellectual disabilities demonstrate a proactive approach to socialization. They actively engage with ordinary students, either independently or with the assistance of teachers or shadow teachers. The support provided by educators plays a critical role in facilitating these interactions, helping students with special needs navigate social settings more comfortably. As a result of this support, students with intellectual disabilities gradually become accustomed to forming friendships with their ordinary peers. This positive dynamic not only enhances the social experiences of students with special needs but also contributes to a more empathetic and understanding school culture.

In conclusion, the findings of this study highlight the importance of fostering an inclusive educational environment. By promoting social interactions between students of varying abilities, schools can help cultivate meaningful relationships that benefit both ordinary students and those with intellectual disabilities. Social interaction plays a pivotal role in influencing, altering, and enhancing an individual's behavior and attitudes. Within the context of inclusive classrooms, where students with special needs (SWSN) coexist with their typically developing peers, reciprocal relationships are established that significantly affect the social dynamics of the learning environment.

In inclusive settings, it is essential to recognize that each student with special needs comes from a unique background, resulting in varied preferences for social engagement. Some SWSN exhibit a tendency to interact more comfortably with their peers who also have special needs, while others may choose to establish friendships with typically developing students. This variance can be attributed to individual differences in social skills, personal experiences, and levels of comfort within social interactions.

A notable observation is that certain SWSN may prefer solitude over social engagement. This inclination often arises from challenges in navigating social contexts, which can manifest as anxiety or difficulties in forming connections with their peers. For these students, the prospect of socializing may be daunting, leading to a preference for isolation. It is imperative for educators and peers to create supportive environments that encourage gradual and comfortable social interactions, thereby fostering a sense of belonging among all students.

Conversely, the existence of friendships between SWSN and their typically developing counterparts serves as a positive indicator of successful inclusion. Such relationships not only provide opportunities for SWSN to model appropriate social behaviors but also foster empathy and understanding among all students. These interactions can contribute to a more inclusive and harmonious classroom atmosphere. To facilitate positive social interactions, educators can implement targeted strategies, including structured social activities, peer mentoring programs, and the establishment of safe spaces where students can express themselves freely.

Continuous assessment of social interactions within the classroom is vital, allowing educators to tailor their approaches to meet the evolving needs of their students.

In conclusion, fostering effective social interactions in inclusive classrooms requires an in-depth understanding of individual differences and a commitment to creating an environment where every student feels valued and included. Through supportive strategies and ongoing assessment, educators can enhance the social dynamics of their classrooms, ultimately contributing to the personal and academic growth of all students.

In inclusive schools, the social interaction of students with special needs (SWSN) is significantly influenced by teacher support. Upon first entering the school environment, many of these students experience anxiety, often expressing their reluctance to separate from their parents through tears or a desire to go home. This emotional distress can lead to feelings of isolation, especially for those who naturally prefer solitude. The noisy and crowded classroom conditions can further exacerbate their discomfort, making it challenging for them to blend in and increasing the likelihood of tantrums. Additionally, students with physical disabilities may struggle with fatigue when walking, which can lead them to withdraw from interactions and seek solitude. Therefore, the role of teachers is crucial in fostering a supportive atmosphere that encourages social engagement and helps these students feel comfortable and included. Implementing individualized learning plans and promoting structured peer activities can significantly enhance their social experiences in the classroom.

There were two persons of junior high school students with special needs who were placed in different classes. Each student has distinct intellectual challenges: one has intellectual developmental delay coupled with a speed delay, while the other exhibits intellectual delay and tends to be quiet, preferring solitude. To support their learning, both students are accompanied by shadow teachers. These teachers facilitate the students' engagement with the curriculum, which is tailored to their individual abilities based on the national curriculum for children with special needs. The presence of a shadow teacher ensures that students with special needs can participate in lessons without disrupting their classmates.

A. Promoting Interaction

The ordinary teachers and shadow teachers collaborate to foster positive interactions between regular students and those with special needs. They work to convey a message of equality among all students. Shadow teachers provide ongoing assistance to students with special needs, encouraging interaction both in the classroom and during extracurricular activities. For example, they organize group learning activities that include all students, promoting a sense of belonging and cooperation.

Self-evaluation is an essential practice among the shadow teachers, as they continually assess their teaching methods to enhance student interaction. By checking in on the well-being of students with special needs, providing motivation, encouraging active participation in activities, and reminding regular students to embrace their peers,

they create an environment conducive to positive social interactions in an inclusive setting.

B. The Importance of Social Interaction

Social interaction is a fundamental aspect of human life, encompassing various patterns that can be classified as either associative or dissociative. Associative patterns are characterized by positive interactions that promote unity, such as cooperation, accommodation, and assimilation. In contrast, dissociative patterns lead to separation and conflict, including competition and controversy. In the dynamic environment of education, fostering associative social interactions is crucial for creating an inclusive and supportive atmosphere for all students, particularly those with special needs.

C. The Role of Teachers in cooperative interaction

Teachers play a pivotal role in facilitating cooperation among students. Teacher and shadow teacher worked together to create an environment in the classroom where all students, including those with special needs can interact positively and meaningfully.

1. Teacher**:**

   o Teachers often implement cooperative learning strategies by organizing group activities that include both SWSN and their peers. By randomly assigning students to groups, teachers minimize the risk of rejection and encourage inclusivity. This approach not only fosters positive interactions but also allows students to learn from one another's strengths and abilities.

2. Shadow Teacher**:**

o Shadow teachers provide essential support by facilitating both academic and non-academic collaboration. Their involvement ensures that SWSN receive tailored assistance that aligns with their learning needs. For instance:

   ▪ Academic Collaboration: Shadow teachers may review classroom lessons with SWSN, adapting the content to match their individual learning levels. They also assign relevant tasks that promote engagement with the material being discussed.

   ▪ Non-Academic Collaboration: Beyond academics, shadow teachers often engage students in hands-on activities that promote teamwork and creativity. These activities may include:

   ▪ Craft projects like bracelet making and origami

   ▪ Collaborative cooking or drink preparation

   ▪ Educational games that encourage interaction

   ▪ Group drawing sessions and the creation of learning media.

The benefits of fostering cooperation in the classroom are manifold:

a. Promoting Inclusivity**:** By integrating SWSN into group activities, teachers help cultivate an environment that values

diversity and encourages acceptance among all students.

b. Enhancing Social Skills: Through cooperative experiences in learning process, students develop critical social skills such as effective communication, problem-solving, and teamwork, which are essential for their personal and academic growth.

c. Building Confidence**:** Participation in cooperative activities boosts the self-esteem of SWSN, as they contribute to group goals and engage meaningfully with their peers.

Associative social interaction patterns, particularly cooperation, play a vital role in the educational landscape. By promoting inclusivity and enhancing social skills, teachers create a supportive environment that fosters positive relationships among students. Through the collaborative efforts of class, students learn to embrace diversity, work together towards common objectives, and develop the social competencies necessary for success in both school and life. Ultimately, the commitment to fostering cooperative interactions enriches the educational experience for all students, paving the way for a more harmonious and inclusive society.

D. Accommodation in Education

Accommodation refers to the balance of interaction between individuals or groups, aimed at reducing conflict and achieving stability. In an educational context, teachers recognize the unique characteristics of their students to tailor approaches that meet each

student's needs. This is especially important for students with special needs (SWSN), who may prefer solitude, struggle with self-confidence, or experience delays in learning.

Special assistant teachers play a crucial role in encouraging these students to engage and interact more openly. They provide support and motivation to help students build their confidence and foster social connections. By creating a welcoming environment and offering equal opportunities, special assistant teachers ensure that students with special needs can develop their interactive skills alongside their peers.

Interviews with shadow teacher revealed that students with special needs faced discrimination at the beginning of their study due to their differences. To address this, these teachers emphasize understanding and mutual respect among all students. They explain that everyone has strengths and weaknesses, promoting a culture of respect where students learn to respect one another. The efforts was success to protect SWSN from the students bullying.

E. Assimilation in Education

Assimilation in the educational context refers to the process of integrating students with special needs (SWSN) into mainstream classrooms. It involves reducing perceived differences between students and fostering a sense of unity. This approach encourages students to recognize and focus on their common interests and goals, promoting a harmonious learning environment. Adjustments in Communication: For regular students, effective communication is

essential in creating an inclusive atmosphere. Regular students are encouraged to:

- Use Respectful Language: They must be mindful of their language to avoid offending SWSN peers. This involves steering clear of derogatory terms or jokes that might alienate or hurt the feelings of students with special needs.

- Simplify Language: By using language that is easy to understand, regular students can enhance clarity and inclusivity, ensuring that their SWSN classmates can follow conversations and engage without feeling lost.

- Limit Excessive Joking: Regular students are guided to moderate their humor, ensuring that jokes are appropriate and do not target or exclude their SWSN peers.

Behavioral Adjustments of SWSN : Initially, students with special needs might behave in ways that are inconsistent with classroom norms. For instance, they may enter a classroom without acknowledging the teacher or their peers. However, through structured support from special assistant teachers, these students begin to:

- Model Appropriate Behaviors: They learn to imitate the positive social behaviors exhibited by their regular classmates, such as greeting the teacher and peers upon entering the classroom.

- Engage in Social Interactions: By practicing these social norms, SWSN gradually become more comfortable in their environment, fostering positive interactions and friendships with their classmates.

The Role of Special Assistant Teachers: Special assistant teachers play a pivotal role in facilitating the adjustment process for students with special needs. Their responsibilities include:

- Encouraging Greetings and Interaction: Teachers of The Private Islamic school emphasize the importance of social greetings, guiding SWSN to say *Salam*/ hello and shake hands with their teachers and peers.

- Involving Students in Activities: These teachers actively involve SWSN in various classroom activities, allowing them to express their talents—both through art and physical activities etc .

- Monitoring Social Acceptance: The teachers conduct observations to assess how well SWSN are integrating into the classroom. This may involve asking classmates about their interactions or directly inquiring with SWSN to understand their experiences and feelings.

A research was conducted by Risqi Puspitaningtyas (2020) reinforces the notion that structured social interactions can significantly improve the social skills of children with special needs. For example:

- Structured Greetings: The practice of encouraging SWSN students to greet their teachers and peers not only fosters inclusivity but also builds self-esteem and confidence in social situations.

- Participation in Activities: The involvement of SWSN in various activities aids in their social development and helps to normalize their presence in the classroom.

F. Dissociative social interaction patterns

1. Competition

Competition was carried out by individuals or certain social groups, in order to obtain victory or results competitively, without causing threats or physical clashes on the part of the opponent. Based on the results of interviews with Teacher of regular student shadow teacher of the private Islamic school, it was stated that there was no feeling of competition in learning among SWSN and regular students, because the assessment for SWSN was different from that of regular students, but it happens among regular students.

2. Controversy

In inclusive school settings, social interactions between regular students and students with special needs can sometimes lead to initial discomfort or hesitation. This hesitation is a subtle form of resistance, where regular students may feel unsure or disconnected when interacting with SWSN. Although this can lead to temporary social barriers, it rarely results in open conflict or hostility.

According to the school teachers , regular students initially showed reluctance to form friendships with their peers with special needs due to perceived communication challenges. However, with the support of regular teachers and shadow teachers, students gradually became more accepting. While not all regular students interacted naturally, the overall environment

improved, and instances of teasing or exclusion were minimized. This approach helped foster a more inclusive atmosphere, supporting positive social development for all students.

4.6. Challenges faced by the English teachers in Inclusive EFL Class.

The challenges faced by English teachers when dealing with students with special needs are not too difficult because they are assisted by shadow teachers who are together in the class when learning English. students with special needs (SWSN) are more likely to be with shadow teachers. In general, the challenges faced are as follows:

A. Understanding the Character of SWSN.

In inclusive classrooms, teachers encounter a wide range of students' abilities and challenges. Students with special needs encompass various conditions, including learning disabilities, emotional and behavioral disorders, autism spectrum disorders, and intellectual disabilities. Each of these categories presents its own unique set of characteristics. For instance, students with learning disabilities may struggle with reading or math, while those on the autism spectrum might face challenges in social interactions and communication. Understanding the individual characteristics of each student is paramount. Even students who share the same diagnosis can display vastly different skills, interests, and learning styles. For example, two children diagnosed with ADHD (Attention

Deficit Hyperactivity Disorder) may have differing attention spans, coping strategies, and social skills. Therefore, teachers must adopt a personalized approach to understand each student's strengths and weaknesses, tailoring their instructional methods accordingly. This requires ongoing observation, assessment, and open communication with students and their families. In educational settings of the school, especially for students with special needs, collaboration among the student's support team is essential for effective, personalized learning. Here's some more detail on how different specialists can work together to create a supportive learning environment done at the school:

1. Regular Team Meetings:

    Frequency and Purpose: The student's support team, including teachers, shadow teachers, therapists, and psychologists meet regularly to discuss the student's progress, review any challenges, and share updated strategies. The benefit of this meeting based on the interview result was to ensure that all parties are aligned on goals and any adjustments needed, promoting consistent support for the student in various settings.

2. Individualized Education Plan (IEP) Reviews:

    Content and Coordination: The IEP outlines goals, accommodations, and modifications for the student. Regular reviews help the team track the student's progress toward their goals, assess which strategies are working, and adjust plans as needed. The benefit was to ensure the plan remains relevant and effective, with input from everyone involved in the student's education.

3. Shared Documentation:

Daily or Weekly Logs: English Teachers/ shadow Teacher, Psychologist and therapists can maintain shared logs to document the student's responses to various teaching methods, social interactions, and specific needs. The shared documentation Provides a real-time record of the student's performance and behaviors, allowing for timely interventions and creating a consistent approach. The documents from Psychologist and Therapist were also reported to students' parents.

4. Parent and Caregiver Involvement:

Communication Channels: The EnglishTeachers, psychologists, and therapists may set up regular communication with the student's caregivers to share progress and gather insights from the home environment. This meeting was benefit to create a supportive and consistent learning environment for the student at school and home.

5. In-class Support from Shadow Teachers:

Observations and Adjustments: Shadow teacher often work directly with SWSN in the classroom, making real-time observations and adjustments to help the student stay focused and engaged. This benefit to offer a bridge between individualized support and mainstream classroom participation, ensuring the student has assistance without being removed from the class community.

6. Behavioral and Emotional Support:

       Psychologist and Therapist Input: The psychologist and therapist collaborate to create specific strategies to manage behavioral or emotional challenges that may arise. These strategies are shared with teachers for consistency. This aims to help the student manage emotional and behavioral responses, providing them with tools to self-regulate and succeed in a structured environment.

7. Training for General Teachers:

       Workshops and Resources: General teachers can benefit from training sessions led by specialists, equipping them with knowledge on effective strategies for supporting students with special needs. This workshop was done by the school to ensure all teachers understand the student's needs and can make necessary adjustments in their teaching methods.

B. Curriculum Adaptation

Curriculum adaptation is essential in ensuring that all students, particularly those with special needs, can access and benefit from educational content. The national curriculum, while comprehensive, may not adequately address the diverse learning needs found within an inclusive classroom. Each student's capacity to process information, engage with materials, and demonstrate understanding varies significantly, necessitating tailored approaches to instruction. The following are types curriculum adaptations were done by the school:

a. Content Adaptation**:** Adjusting the subject matter to make it more accessible, such as simplifying language, providing visual supports, or incorporating hands-on learning experiences. The curriculum used at the Private Islamic school is the curriculum from the Ministry of National Education of the Republic of Indonesia which has been adapted to the needs and abilities of students with special needs.

b. Process Adaptation**:** Modifying how lessons are delivered, such as using multi-sensory teaching strategies, providing additional time for tasks, or allowing for different modes of participation (e.g., oral presentations vs. written assignments).

c. Assessment Adaptation**:** Creating alternative assessments that accurately reflect students' understanding and skills, allowing for varied demonstration methods such as projects, portfolios, or oral exams instead of traditional tests.

Working with Educational Departments to successfully implement curriculum adaptations, teachers of the private Islamic school engaged in collaboration with educational specialists, curriculum developers, and school administrators. Regular meetings and consultations were done to make sure that adaptations are evidence-based and aligned with educational standards. It is crucial to establish open lines of communication between teachers and the curriculum department to facilitate the sharing of insights, resources, and effective practices.

C. Involving Parents

Parents play a vital role in the educational process. Their insights regarding their child's strengths, preferences, and challenges can inform teaching strategies and curriculum adaptations. Involving families in the decision-making process fosters a sense of partnership and support, which can enhance students' learning experiences and outcomes. Meetings with parents of students with special needs are held regularly to provide information regarding the child's development at school as well as asking for input and information on how the child is developing in the family environment. The information were got by the parent used as contribution for designing teaching material, As the matter of facts, We sometimes found parents feel an eagerness to see their children reach milestones, and it's often rooted in love and excitement. Watching a child grow and learn is thrilling, and naturally, parents want to see their child succeed and thrive. However, each child has a unique timeline, and development isn't always predictable. Rushing or pressuring can lead to stress for both the parent and child, possibly even affecting a child's self-esteem or motivation.

D. Adjusting Minimum Completion Criteria

Adjusting the Minimum Completion Criteria (KKM in Indonesian) allows teachers to set realistic and achievable learning goals based on individual capabilities. This process encourages students to experience success and build confidence in their abilities. The following activities were done by Private Islamic school.

1. Goal Setting: Establishing specific, measurable, achievable, relevant, and time-bound (SMART) goals for each student can help focus teaching efforts and assess progress effectively.

2. Ongoing Assessment**:** Regularly monitoring student progress through formative assessments and providing feedback enables teachers to adjust goals and instructional strategies as necessary, ensuring that students remain engaged and motivated.

E. Practical Strategies for Teachers

To be effective in inclusive education, the teachers at The private Islamic school engaged in continuous professional development. This includes attending workshops, training sessions, and conferences focused on special education, inclusive teaching practices, and curriculum adaptation strategies. Participating in workshops and seminars offers valuable professional development for teachers, especially those working with students with special needs. These activities not only deepen their academic knowledge but also enhance their practical skills in addressing diverse student needs. Teachers often report that such training helps them overcome challenges in the classroom, improving their teaching methodologies and their understanding of individual student characteristics and effective support strategies. This ongoing learning empowers them to create more inclusive and supportive educational environments.

Creating a positive, inclusive classroom environment is essential for all students to thrive. Teachers can achieve this by:

1. Promoting Empathy and Understanding: Encouraging discussions about diversity, disability, and acceptance fosters a culture of respect and support among students. Activities that highlight the importance of teamwork and collaboration can strengthen peer relationships.

2. Implementing Peer Support Systems: Pairing students with special needs with peers can provide valuable support and facilitate friendships. Peer buddies can assist with social interactions, academic tasks, and classroom routines.

3. Celebrating Differences: Acknowledging and celebrating individual differences through activities and classroom displays reinforces the value of diversity in the classroom.

Teaching students with special needs in inclusive settings is both a challenge and an opportunity. By understanding individual characteristics, collaborating with educational specialists, and adapting the curriculum, teachers can create a learning environment that meets the diverse needs of all students.

Through ongoing professional development, effective communication with families, and the implementation of personalized strategies, educators can foster a classroom culture that promotes growth, learning, and inclusion. Embracing the principles of inclusive education not only benefits students with special needs but enriches the educational experience for all learners, preparing them for a diverse and interconnected world.

F. Creative to find an appropriate teaching method

Finding the effective learning methods for students with special needs requires both creativity and a flexible approach to adapt the information in ways that cater to individual learning styles. A few strategies that might help English teachers and shadow teachers collaborate to support students with low intellectual capacity:

1. Multisensory Learning: Engaging multiple senses (visual, auditory, kinesthetic) can help reinforce language concepts. For example, using visual aids (flashcards, images) alongside verbal repetition and physical movements can strengthen students' memory and understanding.

2. Chunking Information: Breaking down information into small, manageable chunks helps students with processing difficulties absorb knowledge more effectively. Teachers could focus on one concept at a time, providing plenty of examples and allowing students time to practice each segment before moving on.

3. Repetition and Reinforcement: Repeating key language concepts regularly reinforces learning and builds confidence. Teachers might use songs, rhymes, or chants that make repetitive language practice enjoyable, which also aids memory retention.

4. Interactive Storytelling: Utilizing stories in teaching English is a great way to capture students' interest. Teachers can make this interactive by allowing students to act out parts, draw scenes, or respond to simple questions related to the story, helping them engage more actively with the language.

5. Simplified Language and Clear Instructions: Using simplified English and clear, direct instructions can reduce confusion. Visual guides (like pictures of verbs or actions) or simple instructions with gestures can provide context that makes it easier for students to follow along.

6. Frequent Breaks and Movement Activities: Students with special needs may find it challenging to concentrate for long periods. Incorporating short breaks and movement-based activities (like matching games or interactive language stations) can help reset their focus and keep them engaged.

7. Collaboration and Communication Between Teachers: Regular meetings between English teachers and shadow teachers can help track each student's progress and address challenges. Joint planning allows teachers to share strategies that work and ensures consistency in teaching methods both inside and outside the classroom.

Teaching students with special needs, particularly those with lower intellectual capacities, presents unique challenges that require educators to adopt innovative and flexible teaching methods. These students often struggle with processing information, making it essential for teachers to think critically and creatively about how to convey material effectively.The following efforts done by the English teacher:

- *Giving Individualized Instruction:* One of the fundamental principles of special education is the concept of individualized instruction. Each student has a unique learning profile, which

means that educators must adapt their teaching methods to meet diverse needs. This might involve breaking down lessons into smaller, more manageable parts, utilizing visual aids, or incorporating hands-on activities. The English teacher and shadow teacher also be prepared to use repetition and reinforcement to ensure that students fully understand the material presented.

- *Extended Learning Time***:** In many cases, SWSN requires additional instructional time beyond the standard curriculum. This was included as supplemental lessons that allow for a slower pace and deeper exploration of topics. The English teacher and shadow set up after-class hours reinforcing particular teaching materials. Creating a supportive learning environment where students feel comfortable asking questions and exploring topics at their own pace is crucial for their academic evelopment.

- *Adapted Assessments:* Traditional assessment methods may not accurately reflect the knowledge and skills of students with special needs. Therefore, it is important to implement alternative forms of assessment that are tailored to their abilities. For example, teachers might use verbal responses, visual demonstrations, or practical applications to gauge student understanding. This approach not only promotes equity in assessment but also encourages students to engage more fully with the material.

By implementing and adapting these methods, teachers can create a supportive environment that accommodates diverse learning needs, allowing each student to progress at their own pace.

a. Innovative use of Teaching Media

Innovative teaching media are key to supporting creative learning, especially for students with special needs. Using real, tangible objects in lessons can be highly effective, as it allows students to engage more directly with the material. Additionally, integrating visual, auditory, and motor activities can help meet diverse learning needs and ensure that various aspects of students' cognitive and sensory development are addressed. Teachers may collaborate with psychologists to tailor these strategies to individual students' personalities and needs, making adjustments as necessary to optimize their learning experience.

Multisensory Approaches, Incorporating visual, auditory, and kinesthetic elements into lessons can cater to different learning styles. For example, using pictures, sounds, and hands-on activities can engage students more effectively.

b. Creative Learning Methods

Teaching students with special needs requires flexibility and creativity in learning methods, particularly when these students have difficulties processing information.

• *Individualized Instruction:* Educators need to tailor their teaching methods to meet the diverse needs of these students. This might involve breaking down lessons into smaller, more digestible parts and using repetition and reinforcement to enhance understanding.

- *Extended Learning Time:* Some students may require additional hours of instruction beyond regular school hours. This could include tutoring sessions or modified group learning environments where the pace can be adjusted to ensure comprehension.

- *Adapted Assessments:* It's also crucial to use assessments that accurately measure student understanding, allowing for accommodations as needed. This may involve using alternative forms of assessment, such as verbal responses or practical demonstrations.

c. *Innovative Use of Teaching Materials*

Effective teaching for students with special needs often involves innovative use of various media and teaching materials.

- Concrete Objects and Manipulatives: Using tangible objects can help convey abstract concepts. For instance, using blocks for counting or physical models to explain science concepts can make learning more accessible.

- Collaboration with Experts: Teachers can benefit from collaborating with specialists, such as psychologists or special education experts, to develop strategies tailored to individual students' needs. This can ensure that teaching methods are not only effective but also appropriate for the students' developmental levels.

- Utilizing Online Resources: The internet offers a wealth of resources for educators, including lesson plans, teaching

strategies, and interactive tools that can be adapted for special needs education. Teachers should explore these options to enhance their instructional techniques.

The education of students with special needs requires thoughtful, individualized approaches and the use of innovative strategies. By creatively adapting methods and utilizing diverse media, educators can foster a more inclusive learning environment that accommodates the unique needs of each student. This not only enhances their learning experiences but also promotes their overall development and engagement.

d. *Innovative Use of Media and Teaching Materials*

The integration of innovative media and teaching materials plays a vital role in fostering an effective learning environment for students with special needs. Creative use of resources can significantly enhance engagement and comprehension.

• *Concrete Objects and Manipulatives:* Utilizing real or tangible objects can help bridge the gap between abstract concepts and students' understanding. For instance, using physical manipulatives such as blocks for counting or science kits to conduct experiments can make lessons more relatable and engaging. These hands-on experiences allow students to explore concepts actively and deepen their understanding.

• *Multisensory Approaches:* Incorporating visual, auditory, and kinesthetic elements into lessons caters to different learning styles and helps reinforce concepts. For example,

a lesson on the life cycle of a butterfly might include visual aids like pictures, auditory elements like videos, and hands-on activities like creating a butterfly model. By engaging multiple senses, educators can create a more inclusive learning experience that resonates with all students.

- *Collaboration with Experts:* Educators can greatly benefit from collaborating with specialists, such as educational psychologists, speech therapists, or special education consultants. These professionals can provide valuable insights and strategies tailored to individual students' needs. Regular communication and collaboration can help teachers implement evidence-based practices that support student learning effectively.

- *Utilizing Online Resources:* The digital age has opened up a wealth of resources for educators. Numerous websites and online platforms offer lesson plans, teaching strategies, and interactive tools specifically designed for special needs education. Educators should actively seek out these resources, adapting them to meet their students' unique requirements. Online communities and forums can also provide support and ideas from fellow educators who share similar challenges and successes.

Educating students with special needs is a multifaceted challenge that necessitates a thoughtful, individualized approach. By embracing creativity in teaching methods and employing innovative media and materials, educators can

create a supportive and effective learning environment. This not only enhances students' academic experiences but also fosters their overall development, social skills, and engagement in the learning process. Ultimately, by recognizing and addressing the unique needs of each student, educators can empower them to reach their full potential and thrive both inside and outside the classroom.

Becoming a mediator between student development at school and parents In addition to the learning process at school, one aspect that is quite important is the development of children at home. Student learning patterns at home, such as regular study hours, learning assistance, patterns of punishment and rewards at home can affect the development experienced by students. The existence of active communication between the school and parents in monitoring child development will greatly assist the learning process at school.

The teachers' insights on becoming a mediator between student development at school and parents highlight the critical role that collaboration plays in fostering a child's growth.

In some discussions with students' parents always talked about the Importance of Home Environment

1. *Study Patterns*: Establishing regular study hours at home helps students develop discipline and a strong work ethic. Parents can encourage consistent routines to reinforce learning.

2. *Learning Assistance:* Parents can play a pivotal role by providing help with homework and engaging in educational activities. This support can enhance comprehension and retention of material learned at school.

3. *Discipline Strategies:* The use of constructive punishment and rewards at home can shape behavior and motivate students. Effective communication between parents and teachers can help ensure consistency in these approaches.

The private Islamic school maintains regular meetings with parents every one or two months. These discussions likely provide a valuable opportunity for parents to gain insights into their child's academic and non-academic development, fostering a collaborative approach to the student's growth and well-being.

4.7. Implementation of Tutoring for Students with Special Needs

Tutoring for Students with special needs involves a tailored, individualized approach to education that accommodates each child's unique learning style, pace, and specific challenges. These children may have a variety of conditions, such as learning disabilities, autism spectrum disorder (ASD), intellectual disabilities, ADHD, physical disabilities, or sensory processing disorders. The goal of specialized tutoring is to create a supportive learning environment where these students can thrive, feel confident, and achieve their academic and developmental potential. The following items were done at the private Islamic school.

A. Assessment

In the context of special education, especially at institutions like the private Islamic school, providing effective tutoring and support to children with special needs requires a strategic and structured approach. The school begins with a comprehensive assessment process, a key component emphasized by McLoughlin and Lewis, who describe assessment as a systematic collection of data necessary to inform educational decisions tailored to each child's unique profile.

The assessment process is designed with multiple goals in mind:

1. *Gathering Objective and Accurate Data*

   The primary objective is to ensure that all data collected is reliable and reflects the child's true abilities, needs, and challenges. By capturing accurate information, educators can avoid relying on assumptions or generalizations, which are often less effective for students with unique learning needs. The accuracy of this data also serves as a foundation for creating a structured, targeted educational plan.

2. *Building a Comprehensive Children Profile*

   The assessment aims to provide a full picture of the child by identifying learning barriers, potential strengths, and any additional support they may need. This profile helps teachers and tutors understand the specific areas where a child may struggle or excel. For instance, some children may have social or communication challenges, while others might face difficulties with motor skills, focus, or sensory sensitivities. Conversely,

they may show strengths in areas like memory, creativity, or specific subjects. Understanding these nuances ensures that the educational support provided is truly tailored to each child.

3. *Evaluating Environmental Support Needs*

Another crucial aspect is examining the type of support the child requires from their environment. This could include modifications to the physical classroom setup, additional teaching aids, assistive technologies, or even support from other professionals like speech therapists or occupational therapists. By assessing the capacity of the environment to meet the child's needs, The private Islamic school can ensure that their learning spaces are inclusive and accommodating.

4. *Involving Families and Caregivers*

Often, assessments at the private Islamic school goes beyond just examining the child within the classroom. They also involve discussions with families and caregivers to understand the child's behavior, needs, and support system outside of school. This holistic view acknowledges that learning is influenced by a range of factors, and family engagement can provide valuable insights that may not be evident in the classroom alone. Furthermore, it empowers caregivers by including them in the planning and implementation of their child's educational program.

5. *Creating Targeted and Adaptive Learning Plans*

The data collected from the assessment enables educators to develop individualized learning plans (IEPs) for each child.

These plans are flexible and adaptive, allowing for modifications based on the child's progress and any evolving needs. For instance, if a child shows improvement in a particular area, the plan may introduce new challenges to foster growth. Conversely, if they struggle, the school can adjust the approach to provide additional support.

6. *Monitoring Progress and Making Informed Adjustments*

The assessment process doesn't end once an initial plan is made. Regular assessments and evaluations are part of an ongoing cycle that helps teachers and tutors measure the child's progress. Based on this feedback loop, they can make necessary adjustments, ensuring that the child continues to receive the most beneficial support.

This structured and thorough approach allows the private Islamic school to support children with special needs effectively, respecting each child's individuality and promoting their growth in a nurturing environment. The end goal is to foster not only academic development but also social, emotional, and life skills, empowering each child to reach their full potential.

B. Individualized Learning Program

In order to maintain the quality of educational services for students with special needs, The private Islamic school also organizes an Individualized Educational Program. This program is designed to determine the unique educational needs of students with special needs, so that the school knows the needs of these students. This program is

in line with what Snell stated. Snell states in Rudiyati's writing that the development of an Individualized Educational Program (IEP) for children with special needs (especially those with moderate and severe disabilities) is based on the following basic assumptions (Rudiyati, 2021: 54) :

1. *Belief in Potential*: Emphasizing that every child can learn fosters resilience and a growth mindset. Even small advancements should be celebrated, as they contribute to overall development. This approach encourages a supportive atmosphere where both educators and students are motivated to persevere.

2. *Functional Life Skills*: Schools have a critical responsibility to teach practical skills that enhance students' independence and confidence. By focusing on daily living and community integration, educators prepare students for real-world challenges, ensuring they can lead fulfilling lives beyond the classroom. This holistic educational strategy nurtures not just academic growth but personal development as well.

3. *Parental Involvement:* Establishing strong, ongoing relationships between teachers and parents is crucial for enhancing student learning. When parents are engaged, they can provide valuable insights into their child's needs, strengths, and challenges, fostering a supportive environment that encourages student success.

4. *Assessment for Children with Severe Disabilities:* Standardized assessments may not accurately reflect the abilities of children with severe disabilities. Informant assessments—gathered

from parents, caregivers, or teachers—can provide a more comprehensive understanding of a child's individual needs, allowing for more effective teaching strategies and interventions.

5. *Learning Pace:* The learning process for children with special needs can be slow, and it generally correlates with the severity of their disorders. However, it's important to maintain confidence that all children, regardless of severity, are capable of learning.

6. *Role of Schools*: Schools have a responsibility to teach functional skills that enhance student independence. This includes both academic and practical skills.

7. *Daily Life Skills*: Schools should also focus on teaching daily life skills, emphasizing their importance for students at home and in the community.

8. *Holistic Approach:* A comprehensive educational approach that combines academic learning with life skills training is essential for fostering the overall development and independence of children with special needs.

The private Islamic School (as this research Location) focuses on a comprehensive approach to supporting students with special needs. Here's a breakdown of how they might implement this program effectively based on the points you've provided:

1. Collaborative Involvement

- *Shadow Teachers*: Train shadow teachers to provide individualized support, ensuring they collaborate closely with regular teachers.

- *Regular Teachers*: Encourage regular teachers to integrate inclusive practices in their classrooms.

- *School Principals*: Ensure principals promote a culture of inclusivity and provide necessary resources and support.

- *Parents:* Engage parents through regular communication and workshops, helping them understand the program and how they can contribute.

2. Assessments

- *Comprehensive Assessments:* Conduct thorough assessments to identify each student's strengths and needs. Use a variety of assessment tools (observations, standardized tests, and informal assessments).

- *Ongoing Monitoring:* Implement regular follow-up assessments to track progress and adjust strategies as needed.

3. Goal Setting

- *Long-Term Goals:* Establish broad objectives focusing on academic achievement, social skills, and emotional well-being.

- *Short-Term Goals:* Set specific, measurable, achievable, relevant, and time-bound (SMART) goals for individual students to guide their progress.

4. Designing Strategies

- *Personalized Learning Plans*: Develop tailored plans that include teaching strategies, accommodations, and modifications based on the assessments.

- *Diverse Instructional Methods:* Incorporate a variety of teaching methods (visual aids, hands-on activities, technology integration) to cater to different learning styles.

5. Evaluation Methods

- *Formative Assessments:* Use ongoing assessments to provide feedback and adjust teaching methods in real-time.

- *Summative Assessments:* Conduct periodic evaluations to measure overall progress towards long-term goals.

- *Feedback Mechanisms*: Create opportunities for feedback from students, parents, and staff to refine and improve the program continuously.

By focusing on these areas, The private Islamic school can create a supportive and effective learning environment for students with special needs, ensuring that everyone involved plays a vital role in their success.

The Individualized Educational Program (IEP) for students with special needs is crucial for tailoring education to meet their unique requirements. Here's a breakdown of the components you mentioned, which are designed to enhance educational outcomes:

1. *Student Identity*: Basic information about the student, including name, age, grade, and specific needs.

2. *Current Level of Ability:* An assessment of the student's strengths and weaknesses, outlining their academic and functional skills.

3. *Long-Term Goals:* Broad, aspirational objectives that the student should achieve over an extended period, typically one year or more.

4. *Short-Term Goals:* Specific, measurable objectives that lead to the attainment of long-term goals, usually set for a shorter timeframe (e.g., quarterly).

5. *Curriculum Domain Under Pressure:* Areas of the curriculum that may need more focus or adaptation due to the student's specific challenges or limitations.

6. *Learning Strategies:* Tailored approaches and methodologies that will be used to facilitate the student's learning, considering their individual preferences and needs.

7. *Progress Measurement and Recording Tools:* Methods and tools used to assess and document the student's progress toward their goals, which can include tests, observations, and reports.

These components can indeed be customized further to address the unique circumstances of each student, ensuring that the IEP is as effective and supportive as possible.

4.8. Special features of the services provided to Students With Special Needs.

Based on the research findings, the management inclusive education begins with the first strategic step, which is planning. This planning stage serves as a guide for teachers in preparing what actions

are needed and what must be arranged to achieve the predetermined goals. Subroto (2004:111) states, "In planning, actions must be taken to define the desired goals and targets, formulate tactics and strategies to achieve those goals and targets, determine the necessary resources or equipment, and set indicators or standards of success in achieving these objectives and targets."

The research findings indicate that there are special features implemented at the school to support inclusive education, including: (1) Shadow Teacher, (2) Psychologist, (3) Therapist, and (4) Psychological Consultation Room.

A. Shadow Teacher

The term "Shadow Teacher" refers to a personal assistant or aide assigned to support students with special needs in an inclusive school environment. This feature provides intensive academic, emotional, and social support to help students participate and adapt in a regular classroom setting. In Indonesian, this role is often referred to as "guru pendamping," "guru bayangan," or "asisten guru inklusi." In the private Islamic School, each student in the inclusive program has a dedicated shadow teacher.

The roles of a shadow teacher in The private Islamic school:

a. *Academic Support*

Shadow teachers provide direct assistance in understanding lesson materials, adjusting classroom instructions to make them more accessible for the student, and developing learning methods

tailored to the individual's needs. In many cases, shadow teachers also modify assignments or offer additional explanations outside of class hours to ensure the student keeps up and stays focused on the teacher and the material being presented.

b. *Encouraging Independence*

This role goes beyond academics, as shadow teachers also foster independence for students with special needs. They encourage students to participate in daily school activities, such as interacting with classmates, joining group games or activities, and managing their schedule or daily tasks. The aim is to help students become more self-reliant and able to engage in activities without excessive dependence.

c. *Social Facilitation*

Shadow teachers play a crucial role in helping students adapt socially. They assist students in building communication skills, interacting with peers, and understanding the social norms within the classroom. Through this support, shadow teachers help students feel comfortable in complex social settings and encourage them to build healthy relationships with their classmates.

d. *Collaboration with Teachers and Parents*

Shadow teachers also work closely with classroom teachers and parents to align efforts, share insights, and adapt strategies to support the student's overall development.

Shadow teachers do not work in isolation; they must collaborate closely with classroom teachers and parents to ensure a consistent approach. They serve as a bridge between students, teachers, and parents, ensuring that each party understands the student's needs and progress. Effective communication between the shadow teacher and the classroom teacher is essential so that the student receives coordinated support.

B. Psychologist

To support students with special needs in an inclusive school setting, the school psychologist plays an essential role. They assist students dealing with emotional challenges, such as anxiety or stress, helping them feel more comfortable and confident at school. Psychologists provide individual counseling sessions where they listen to students, help them understand and manage their emotions, and teach them strategies for coping with stress. This support enables students to adapt more easily and feel more accepted in their classroom environment.

The role of psychologistsand therapist in an inclusive school setting are:

a. Emotional and Mental Support

School psychologists provide emotional support to help students cope with stress, anxiety, or other mental challenges. Through individual counseling, they assist students with special needs in understanding and managing their emotions, building confidence, and developing effective coping mechanisms.

For students who may feel isolated or struggle to adapt to the inclusive school environment, psychologists offer a safe space to express themselves and receive personal support.

b. *Facilitator of Social Skills Development*

School psychologists aid inclusive students in developing essential social skills, such as interacting with peers, speaking in group settings, and understanding social norms. Through social skills training or group therapy programs, they teach skills like active listening, positive communication, and conflict resolution, which help students adapt better to social environments.

c. *Mediator For Students, Teachers, and Parents*

School psychologists act as liaisons, bridging communication between students, teachers, and parents, especially for students with special needs. They ensure that parents and teachers receive clear information about the student's condition, progress, and supportive strategies that can be applied at home or in the classroom. By serving as mediators, psychologists foster positive synergy among all parties involved in the student's education.

Psychologists collect data through observations, psychological assessments, and interviews with students and relevant parties to monitor students' progress. This data is used to measure the effectiveness of interventions, understand changes in the student's condition, and make informed recommendations for their learning and well-being.

C. Therapist

The Private Islamic School has therapists dedicated to supporting the development of inclusive students. Key aspects of the therapist's role in inclusive education include:

- *Curriculum Adaptation Assistance*

    Under the psychologist's coordination, therapists assist in adapting the curriculum to meet the needs of inclusive students. They provide teachers with guidance on simplifying assignments or lesson materials and suggest alternative activities that enable students with special needs to remain engaged in the learning process.

- *Guiding Students through Activity Transitions*

    For some students with special needs, transitioning between activities, such as moving from classroom lessons to break time, can be challenging. Therapists assist students by providing techniques and strategies to help them adjust during changes in daily routines, which in turn reduces their anxiety and stress.

- *Developing Self-Regulation Skills*

    Therapists help students learn to self-regulate, especially when they feel overwhelmed or stressed. They teach self-regulation strategies, such as breathing exercises or distraction techniques, which can assist students in handling challenging social and academic situations.

Example of Student's Development Progress Report

Nama Siswa   :
Jenis Kelanin   :
Kelas   :

Perkembangan Motorik dan Sensori Integrasi

Perkembangan motorik Athar mengarah ke arah positif, terlihat dari kemampuannya saat berlatih main bola. Mulai dari pemanasan hingga melakukan lari keliling sebanyak 5 putaran. Athar dapat melakukan gerakan berjalan dua langkah ke samping sambil mengangkat dan menurunkan tangan secara bergantian. Selain itu, saat latihan peregangan otot kaki. Dalam posisi berdiri tegak dengan kaki terbuka selebar pinggul, ia mampu melangkahkan kaki kiri ke belakang dan menurunkan pinggul sehingga lutut kiri dapat menyentuh lantai dengan stabil. Athar dapat melakukan gerakan peregangan otot, di mana ia mampu dengan lancar memiringkan kepala ke arah bahu kiri. Athar telah berlatih lempar dan tangkap bola. Dalam jarak 5 meter, ia mampu menangkap bola dengan baik dan melemparkannya kepada temannya menggunakan kedua tangan dari atas kepala dengan tepat. Dalam latihan menggiring bola. Ia mampu menggunakan kedua kakinya secara bergantian, memungkinkan untuk membawa bola ke depan dengan cepat dan terkontrol. Selain itu, dalam latihan melempar bola ke dalam keranjang, Athar menunjukkan kemampuan mengkoordinasikan mata dan tangannya dengan baik. Ia dapat melakukan tembakan dengan cara melemparkan kedua tangan ke atas, dan mengarahkan jari-jarinya ke depan untuk melepaskan bola. Athar menunjukkan kemajuan yang baik dalam latihan kelenturan yoga tanpa alat. Ia mampu bertahan selama 30 detik saat melakukan gerakan memuntir tubuh sambil menyilangkan kaki. Selain itu, ia juga dapat menekuk tubuh ke depan dengan mendekatkan kepala ke lutut selama 30 detik. Athar juga berhasil melakukan *cobra pose* dengan baik, di mana bagian kaki ditekuk di belakang dan tubuhnya bertumpu dengan kedua tangan. Dia juga mampu melakukan gerakan seperti sedang sujud dengan bagian kaki sedikit ditekuk, dalam posisi tidur terlentang. Athar menunjukkan kemajuan yang baik dalam latihan baris berbaris dengan kemampuannya untuk memahami instruksi dari terapis. Saat diberi perintah "lancang kanan", ia mampu mengangkat tangan kanannya ke samping, memalingkan kepala ke kanan, dan menyentuh bahu teman sebelah kanan dengan jari. Setelah memahami gerakan "lancang kanan", ia melanjutkan dengan gerakan setengah lancang kanan di mana tangan kanannya berada di pinggang dan siku menyentuh lengan teman sebelahnya. Ketika diinstruksikan untuk "hadap kanan", Athar dapat menggerakkan kaki kanannya ke arah kanan dan merapatkan kembali kedua kakinya sesuai dengan instruksi. Selanjutnya, saat diberi perintah "hadap serong kanan", ia menggerakkan kaki kanannya ke depan hingga sejajar dengan kaki kiri, berputar 45 derajat ke kanan, dan kemudian merapatkan kembali kedua kakinya seperti semula. Ketika terapis menginstruksikan "balik kanan", Athar melakukan gerakan dengan mengajukan kaki kanannya melintang di depan kaki kiri, menarik tumit kaki kanan dan tubuhnya ke kanan sebesar 180 derajat, lalu merapatkan kembali kaki kirinya pada kaki kanan sesuai dengan instruksi. Saat berlatih sulam kristik. Ia mampu memasukkan benang

arah jahit dan menciptakan sebaris tusukan jahit yang saling menyilang.

Perkembangan Bahasa

Indy menunjukkan perkembangan yang positif dalam kemampuan komunikasinya, terutama dalam situasi masuk ke kelas inklusi. Contohnya, Indy bertanya kepada terapis, "Terapi apa hari ini?". Ia telah menunjukkan peningkatan yang sangat baik dalam aspek perkembangan bahasanya, terutama saat berinteraksi dengan teman-temannya sehari-hari. Selain itu, saat acara wisuda, Indy dapat tampil bernyanyi bersama teman di atas panggung. Indy telah menunjukkan kemajuan yang baik dalam mempelajari kosa kata sederhana dalam bahasa Inggris. Indy berhasil mengidentifikasi beberapa kata dasar seperti: Meja adalah "table" dalam bahasa Inggris. Kursi adalah "chair". Tas adalah "bag". Indy dapat memperkenalkan diri dengan baik di depan kelas. Indy mampu menyebutkan alamat jalan rumahnya dengan jelas dan lancar. Selain itu, Indy juga dapat menyebutkan bahwa ia memiliki seorang keponakan bernama Kalula. indy juga mampu menyebutkan nama kedua orang tuanya dengan baik. Selain itu, Indy dapat mengungkapkan hobi yang ia senangi yaitu menonton. Indy telah belajar teater dan dapat menghafal dialog serta memainkan peran sebagai ayah Malin Kundang dan bajak laut dengan sangat baik. Sebagai ayah Malin Kundang, Indy mampu mengatur suaranya dengan keras dan tenang, sesuai dengan karakter yang tenang namun tegas. Saat berperan sebagai bajak laut, Indy mampu menunjukkan kesan sombong dengan tertawa keras.

Perkembangan Emosi

Indy menunjukkan perasaan senang dan antusias yang besar saat tampil di acara wisuda. Ketika bersama teman-temannya di atas panggung, Indy dapat mengekspresikan kegembiraannya dengan tersenyum saat bernyanyi. Selain itu, ia juga menunjukkan kemampuan untuk mengekspresikan diri dengan baik melalui mimik wajah saat bermain teater. Misalnya, saat diarahkan untuk memainkan dialog saat marah, ia dapat menunjukkan ekspresi wajah yang sesuai dengan peran tersebut dengan intonasi suara kencang dan tertawa keras saat memerankan bajak laut saat beraksi.

Perkembangan Akademik

Indy menunjukkan kemampuan akademik dengan baik. Khususnya dalam soal cerita perkalian. Sebagai contoh, dalam soal cerita seperti "pak dani mempunyai 2 kandang ayam. Setiap kandang berisi 2 ayam. Jadi jumlah ayam pak dani adalah ... Ekor," indy mampu menjawab dengan tepat bahwa jumlah ayam pak dani adalah 4 ekor. saat menyelesaikan soal cerita yang berkaitan dengan tema tanggal dan bulan. Sebagai contoh, dalam soal seperti "Negara Indonesia sedang dilanda wabah Covid-19. Semua sekolah telah ditutup pada bulan yang ke-3. Apakah nama bulan ini?", Indy mampu menjawab dengan tepat bahwa bulan ke-3 adalah Maret. dalam latihan mengenal jam melalui soal cerita. Contohnya, dalam soal seperti "Danu melihat jam di kamarnya. Jarum pendek menunjuk ke angka 10 dan jarum panjang menunjuk ke angka 12. Berarti saat itu adalah pukul ...", Indy dapat menjawab dengan tepat bahwa saat itu adalah pukul 10. Untuk latihan penjumlahan dan pengurangan melalui soal

Perkembangan Motorik dan Sensori Integrasi

Perkembangan motorik Indy terus berkembang dengan baik. Saat latihan bermain bola, Indy melakukan pemanasan dengan berlari keliling lapangan sebanyak 5 kali putaran tanpa kesulitan. Indy mampu dengan lancar melakukan gerakan berjalan 2 langkah kesamping sambil mengangkat dan menurunkan tangan secara bergantian. Lalu latihan peregangan otot kaki, dalam posisi berdiri tegak dengan kaki terbuka selebar pinggul, Indy melangkahkan kaki kiri ke belakang dan mampu menurunkan pinggul sehingga lutut kiri menyentuh lantai dengan stabil. Indy berhasil melakukan gerakan peregangan otot dengan memiringkan kepala ke arah bahu kiri dengan lancar. Dalam latihan lempar dan tangkap bola, ia telah mampu menangkap bola

dengan baik. Ia berdiri di depan teman dalam jarak 5 meter dan mampu melempar bola menggunakan kedua tangan dari atas kepala dengan tepat kepada temannya. Saat latihan menggiring bola Indy mampu menggunakan kedua kakinya secara bergantian dengan lancar, memungkinkan untuk membawa bola ke depan dengan cepat dan terkontrol. Selain itu, dalam latihan melempar bola ke dalam keranjang, Indy dapat mengkoordinasikan mata dan tangannya dengan baik. Indy dapat melakukan tembakan dengan cara melemparkan kedua tangan ke atas, dan mengarahkan jari-jarinya ke depan untuk melepaskan bola. Indy mampu memahami instruksi ketika berlatih melempar gelang menggunakan *ring* dan *cone*. Selama latihan ini, ia berhasil melempar *ring* dengan tepat sasaran ke dalam *cone*. Ia menunjukkan kemajuan yang baik dalam latihan kelenturan dengan yoga tanpa alat. Indy dapat melakukan peregangan dengan duduk di lantai sambil meluruskan kedua kakinya ke depan. Ia dapat bertahan dalam posisi ini selama 30 detik. Ia mampu melakukan peregangan dengan duduk tegak sambil meluruskan kedua kakinya ke depan, membentuk huruf 'V'. Ia kemudian mengarahkan tubuhnya ke kaki kanan dan mendekatkan dada ke paha sambil mempertahankan punggung lurus. Ia dapat bertahan dalam posisi ini selama 30 detik. Kemudian ia mampu melakukan peregangan dengan duduk tegak sambil meluruskan kedua kakinya ke depan, membentuk huruf V. Selanjutnya, ia menurunkan tubuhnya ke lantai di antara kedua kakinya dan mampu bertahan dalam posisi ini selama 30 detik. Ia berhasil melakukan duduk di lantai sambil meluruskan kedua kakinya dan kemudian menyentuh jari kakinya. Ia mampu melenturkan tubuh dengan baik dalam posisi ini dan bertahan selama 30 detik. Indy menunjukkan kemajuan yang baik dalam latihan yoga dengan berhasil melenturkan punggung bagian belakang dalam posisi *cobra pose* dan bertahan di posisi ini 30 detik. Ia menunjukkan kemajuan yang signifikan dalam latihan keseimbangan dengan berhasil menyeimbangkan tubuhnya saat

Perkembangan Bahasa

Perkembangan bahasa Athar telah menunjukkan kemajuan yang baik. Ia mampu berinteraksi dengan teman secara jelas dan terarah, seperti ketika ia bertanya "sedang apa?" kepada teman-temannya. Namun, selama sesi terapi, ia sering bertanya berulang kali tentang waktu, misalnya "terapi sampai jam berapa?". Athar juga terlihat sering mengulang omongannya dengan berbisik, seolah-olah sedang berbicara sendiri. Saat berlatih dialog, Athar masih memerlukan latihan khusus dalam pengucapan beberapa huruf, seperti huruf N dalam kata "malin kundang", serta huruf S dalam kata "susu sapi". Athar telah belajar kosa kata sederhana dalam bahasa Inggris dengan baik. Ia dapat mengidentifikasi beberapa kata dasar seperti: *"Glue"* yang berarti "lem" dalam bahasa Inggris. *"Pen"* untuk "pulpen", *"Eraser"* untuk "penghapus". Athar telah menunjukkan kemampuan yang baik dalam menyampaikan perkenalan diri di depan kelas. Ia mampu menyebutkan alamat rumahnya, nama kedua orang tuanya, serta dengan bangga menyebutkan pamannya yang menjadi inspirasinya untuk bekerja di pabrik. Athar juga memperkenalkan kucing peliharaannya yang bernama Jerico. Ia dapat menghafal dialog dan memainkan peran sebagai Malin Kundang dengan baik. Beberapa contoh kemampuannya dalam memerankan peran tersebut, yaitu Saat dimarahi oleh ibunya karena berbuat kesalahan, Athar dapat menunjukkan mimik wajah bersedih dan meminta maaf dengan tulus. Ketika berakting sebagai Malin Kundang yang kesakitan dan meminta tolong setelah dipukul dan dirampas bekalnya oleh bajak laut. Ia mampu berakting dengan sombong saat Malin Kundang sudah menjadi kaya dan bertemu kembali dengan ibunya.

Perkembangan Emosi

Kemampuan Athar dalam memerankan emosi dan karakter dalam peran teater menunjukkan perkembangan yang positif. Beberapa contoh kemampuannya dalam memerankan peran tersebut, yaitu Saat dimarahi oleh ibunya karena berbuat kesalahan, Athar dapat menunjukkan mimik wajah bersedih dan meminta maaf dengan tulus. Ketika berakting sebagai Malin Kundang yang kesakitan dan meminta tolong setelah dipukul dan dirampas bekalnya oleh bajak laut. Berakting dengan sombong saat Malin Kundang sudah menjadi kaya dan bertemu kembali dengan ibunya. Saat memperkenalkan diri di depan kelas ia menunjukkan kepercayaan dirinya dalam berbicara di hadapan teman-temannya.

Perkembangan Akademik

Athar telah belajar IPS, khususnya dalam mengenal peta Indonesia dan bentuk pulau-pulau di dalamnya. Dia dapat mengidentifikasi lokasi pulau Sumatra yang terletak di arah barat Indonesia dan berdekatan dengan negara Malaysia. Selain itu, Athar juga telah belajar mengenai arah mata angin dan mampu menghafalkannya. Athar mampu menyusun puzzle berupa potongan-potongan pulau yang ada di Indonesia.

- **Introducing Learning Aids and Adaptive Technology**

  Therapists introduce and train students to use special aids or adaptive technologies, such as screen reader software or communication devices. These tools enable students with special needs to participate in learning more independently and comfortably.

- **Encouraging Better Sensory Development**

  For students with sensory needs, such as those with sensory processing disorders, sensory therapists provide specific exercises or activities to help them become more attuned to their environment. This can include calming or stimulating activities that help students balance their sensory responses, allowing them to focus better during learning.

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Note