

ISBN:978-93-5570-835-9

PROCEEDINGS OF INTERNATIONAL SEMINAR
15th December, 2023

**EDUCATING INDIVIDUALS WITH SPECIAL
NEEDS TOWARDS INTEGRATED LIFE**
Realising the Goal of Educational Equity



Editors

Rev Dr L.Vasanthi Medona
Dr M.Maria Saroja
Dr R. Indra Mary Ezhilselvi
Ms E.Michael Jeya Priya
Ms C.Deepa

ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

Accredited by NAAC at Grade A+ with CGPA 3.42 (Third Cycle)
(Affiliated to Tamil Nadu Teachers Education University, Chennai)

Palayamkottai - 627 002



S.No	Content
1	PROMOTING INCLUSION THROUGH SOCIAL-EMOTIONAL COMPETENCIES <i>*Rev Dr Vasanthi Medona L</i>
2	INCLUSION CHALLENGES AND BRAIN BASED LEARNING STRATEGIES FOR CHILDREN WITH DISABILITIES <i>* Dr Maria Saroja. M</i>
3	PRACTICAL STRATEGIES FOR CREATING INCLUSIVE CLASSROOM <i>* Santhana Rajam. S, ** Govindan. M</i>
4	EDUCATING CHILDREN WITH INTELLECTUAL DEVELOPMENTAL DISABILITY IN INCLUSION THROUGH INFORMATION AND COMMUNICATION TECHNOLOGY <i>* Bhakyalakshmi. G, **Dr.Ambeth</i>
5	THE FOUNDATION OF QUALITY INCLUSIVE EDUCATION IS THE INDIVIDUAL EDUCATION PLAN (IEP) <i>*Halimabi. M C</i>
6	STEM APPROACH: AN ASSISTIVE TECHNOLOGY FOR LEARNING <i>* Viji. M, ** Dr Deepa. H</i>
7	EFFECTIVENESS OF INDIVIDUALIZED EDUCATION PROGRAMME IN GRADE -6, ACADEMIC ACHIEVEMENT OF STUDENT WITH LEARNING DIFFICULTIES IN AN INCLUSIVE SET UP <i>* Rajamani. S, ** Dr Nirupalini. D</i>
8	FOSTERING INCLUSIVE EDUCATION: EXAMINING THE LEGL RIGHTS OF STUDENTS WITH DISABILITIES <i>* Daniel Sathya Singh. G, **Dr Maria Saroja. M</i>
9	THE FOUNDATION OF A QUALITY INCLUSIVE EDUCATION IS THE INDIVIDUAL EDUCATION PLAN (IEP) <i>*Pushpa Devi .P, **Rufina Thana Sudha. R</i>
10	LEVERAGING ASSISTIVE TECHNOLOGY <i>* Dr Jeya Selva Kumari.T</i>
11	FOSTERING INCLUSIVITY IN EDUCATION: PATHWAYS TO INCLUSIVE AND EQUITABLE QUALITY EDUCATION <i>* Sofia Selvarani. C, ** Dr Maria Saroja. M</i>
12	INTERPERSONAL INTELLIGENCE OF ORPHANAGE-REARED AND HOME-REARED ADOLESCENTS WITH REFERENCE TO PARANTAL STATUS <i>* Rajamanickavasagan. S, ** Dr Punitha Mary. A</i>
13	INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES: A HUMAN RIGHTS-BASED APPROACH <i>* Arockia Reena. S, ** Dr Maria Prema. J</i>
14	STRATEGIES IN TEACHING BIOLOGY FOR STUDENTS WITH HEARING IMPAIRED: TOWARDS INCLUSIVE EDUCATION <i>* Hari Keerthana. R, ** Kalai Selvi. R</i>

TRANSFORMATIVE PATHWAYS CULMINATING IN A PARADIGM SHIFT FROM SEGREGATION TO INCLUSION <i>* Dr Punitha E C</i>	74
TAILORING EDUCATION FOR THE STUDENTS WITH LEARNING DISABILITIES THROUGH DIFFERENTIATED INSTRUCTION <i>* Vinothini Sylvia. A, ** Dr MariaSaroja. M</i>	77
THE IMPORTANCE AND CHALLENGES OF INDIVIDUALIZED EDUCATION PROGRAM (IEP) <i>*Fiona Joshi. A, ** Manikyalu. S</i>	81
STUDENT DISABILITY RIGHTS: ENSURING EQUAL ACCESS AND SUPPORT WITH AUTISM SPECTRUM DISORDER CHILDREN <i>* Meera Farzana.S, ** Dr. Deepa.H</i>	85
EDUCATING INDIVIDUALS WITH SPECIAL NEEDS TOWARDS INTEGRATED LIFE <i>*Durga.M</i>	89
INFLUENCE OF ACADEMIC ANXIETY, HOME AND SCHOOL ENVIRONMENT ON ACADEMIC ACHIEVEMENT <i>*Rev Arul Suganthi Agnes L, **Dr Muthupandi. P</i>	94
CONSTITUTIONAL AND LEGAL PROVISIONS IN INDIA PERTAINING TO THE PERSON WITH DISABILITIES <i>*Dr Jeya Sudha. A</i>	99
NURTURING INCLUSIVE MINDS THROUGH SOCIAL EMOTIONAL LEARNING INITIATIVES <i>* Dr Mary Noya Leena. A</i>	105
ADAPTIVE LEARNING ENVIRONMENTS: HARNESSING TECH FOR TAILORED EDUCATION IN DIVERSE ABILITIES <i>*Ponmalar .M</i>	108
TEACHERS ROLE OF ASSISTIVE TECHNOLOGY IN FOSTERING INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES <i>*Deepa .C</i>	112
INCLUSIVE EDUCATION INITIATIVE: TRANSFORMING EDUCATION FOR CHILDREN WITH DISABILITIES <i>*Michael Jeya Priya. E</i>	118
EMOTIONAL INTELLIGENCE OF INCLUSIVE CHILDREN <i>*Dr Theresita Shanthy. N, ** Ajitha Mercy. G</i>	123
INCLUSIVE EDUCATION FOR THE STUDENTS WITH DISABILITY <i>*Dr Gnana Kamali. M, **Dr Esther Maragathamani. G</i>	127
PRINCIPLES OF INCLUSIVE CLASSROOM PRACTICES <i>* Rexlin. T, ** Dr Rajeshkumar. M</i>	130
PROFESSIONAL DEVELOPMENT FOR SPECIAL EDUCATION <i>*Hariharan.M ** Dr Rajeshkumar. M</i>	134
THE LEGAL RIGHTS OF STUDENTS WITH DISABILITIES: NATIONAL PERSPECTIVES <i>* Jebasheela Jenifer. S</i>	138

31	POLICY AND PRACTICES OF INCLUSIVE EDUCATION <i>*Dr Lavanya. V</i>
32	EXPLORE PRACTICAL APPROACHES TO PROMOTING INCLUSIVE CLASSROOMS FOR CHILDREN WITH DISABILITIES <i>*Ramya. M</i>
33	ASSESSMENT PRACTICES FOR INCLUSIVE EDUCATION: POTENTIALS AND CONSTRAINTS IN THE INDIAN CONTEXT <i>*Rawoofu Nisha .J</i>
34	ROLE OF POLICIES AND PROGRAMMES IN THE EDUCATION OF DISABLED CHILDREN <i>*Dr JohncyRose. P</i>
35	INDIVIDUALIZED EDUCATION PLAN FOR SPECIAL NEED CHILDREN <i>*Dr Jayashree Priyadharsini. V</i>
36	ROLE OF ASSISTIVE TECHNOLOGY IN INCLUSIVE CLASSROOMS <i>*Priyadharshini G</i>
37	TEACHING STRATEGIES TO LEARNING DISABILITY CHILDREN <i>*Vishnu Priya. B</i>
38	TRANSFORMATIVE EDUCATION: NURTURING INCLUSIVE PATHS FOR SOCIETAL EQUITY <i>*Dr Indra Mary Ezhilselvi. R</i>
39	PRACTICAL STRATEGIES FOR CREATING INCLUSIVE CLASSROOM <i>*Anisha Soundari .M, **Chandra Prabha. R</i>
40	EFFECTIVE METHODS FOR ESTABLISHING INCLUSIVE CLASSROOMS <i>*Thangapushbam. V, **Vennila Shantha Ruby. C</i>
41	VOCABULARY DEVELOPMENT THROUGH MNEMONIC TECHNIQUE IN AN INCLUSIVE CLASSROOM <i>* Merlin Malar N, ** Dr Gireesh Kumar K</i>
42	INCLUSIVE CURRICULUM DESIGN IN HIGHER EDUCATION <i>* Dr Rajalakshmi.V</i>
43	PROMOTING EQUALITY, DIVERSITY & INCLUSIVE LEARNING ENVIRONMENT IN THE CLASSROOM <i>* Dr Albert Prince Kumar. J, ** Dr Febila Josephin. J.S</i>
44	INCLUSION OF EMOTIONAL INTELLIGENCE (EI) IN INCLUSIVE EDUCATION <i>*Priscilla. I</i>
45	PROVISIONS FOR DISABILITIES CHILDREN WITH IN INCLUSIVE EDUCATION. <i>* Janet Godwin Asha. M, ** Uthaya Geetha. S</i>
46	META COGNITION-A KEY TO UNLOCKING CREATIVITY <i>*Sonia R, **Dr. Deepa R.P</i>
47	ADVANCING EXPERTISE: SPECIALIZED PROFESSIONAL DEVELOPMENT IN EDUCATION <i>* Helen Sathia Sheela.S.S</i>

	INCLUSIVE EDUCATION IN HIGHER EDUCATION: CHALLENGES AND OPPORTUNITIES <i>*Dr Palavesakrishnan. S, **Dr Josephine.S</i>	210
	INCLUSIVE CLASSROOM PRACTICES <i>* Madhubala. B</i>	214
	ASSISTIVE TECHNOLOGY IN INCLUSIVE CLASSROOM TEACHING <i>*Shunmugapriya. N</i>	219
	EMPOWERING SOCIAL-EMOTIONAL APPROACH FOR INCLUSIVE CLASSROOM <i>*Dr Guruvasuki. S, **Dr Premalatha. S</i>	223
	INCLUSION REGARDLESS OF ABILITY - AI'S REVOLUTION <i>*Priscilla Valan Assumptio A</i>	227
	NAAN MUDHALVAN SCHEME: CHALLENGES FACED BY STUDENTS AND FACULTY IN AN INCLUSIVE CLASSROOM ENVIRONMENT <i>*Ulaganathan. C, **John Moses Giritharan. S</i>	232
	INNOVATIVE STRATEGIES FOR CREATING INCLUSIVE CLASSROOM <i>* Dr Allimuthu. N, ** Dr Sasikala M</i>	237
	CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES <i>*Dr Davasuba. S, ** Michael Jeya Priya. E</i>	240
	MINDFULNESS FOR ALL : INTERCONNECTEDNESS OF INCLUSIVE AND MINDFULNESS <i>*Alice Jenifer. C</i>	244
	PRACTICAL STRATEGIES FOR CREATING INCLUSIVE CLASSROOMS <i>*Rajkumar. V</i>	248
	TEACHERS ATTITUDE TOWARDS INCLUSIVE CLASSROOM PRACTICES <i>*Dr Shanthi. G</i>	251
	ENSURING EQUALITY AND EQUITABLE LEARNING - EXPLORING INCLUSIVE EDUCATION THROUGH ARTIFICIAL INTELLIGENCE APPLICATIONS <i>*Soumya. M S, **Dr Devika. S</i>	256
	STRATEGIES FOR PERSONALIZED LEARNING IN SPECIAL EDUCATION: A NOVEL APPROACH <i>*Nageswari. K</i>	260
	INCLUSIVE EDUCATION CUM ASSISTIVE TECHNOLOGY <i>*Rosaline Nirmala. S</i>	264
	ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION: ENHANCING INCLUSION AND LEARNING <i>*Bhuvaneswari. R, **Lakshitha Sri. R</i>	269
	EDUCATING INDIVIDUALS WITH SPECIAL NEEDS TOWARDS INTEGRATED LIFE <i>* Deepakani. T, ** Panchali. M</i>	274
	BREAKING BARRIERS : NAVIGATING THE LANDSCAPE OF INCLUSIVE EDUCATION FOR ALL	279

	<i>*Sreelakshmi. C, **Dr Devika. S</i>
65	TEACHERS SELF-EFFICACY FOR INCLUSIVENESS <i>*Justin R, **Dr Maria Saroja. M</i>
66	INDIVIDUALIZED EDUCATION PLANS(IEPs) <i>*Vennila. A, **Mathumitha. K</i>
67	KNOWLEDGE ON SPECIAL EDUCATION: A MUST FOR TEACHERS EDUCATORS <i>*Sathya.A, **Rexlin Jose.G</i>
68	ROLE OF SCHOOL TEACHERS TOWARDS VALUE BUILDING AMONG LEARNING-DISABLED STUDENTS <i>*Jeba Starwin. E, **Dr Bindhu Gowri.V.P</i>
69	ASSISTIVE TECHNOLOGY IN INCLUSIVE AND INTEGRATED CLASSROOMS <i>*Axceelia Immaculate Rani. V</i>
70	INCLUSIVE EXCELLENCE: ACCELERATED LEARNING IN ENGLISH LANGUAGE EDUCATION <i>*Saritha C Babu, **Dr Gireesh Kumar.K</i>
71	TEACHER TRAINEES ATTITUDE TOWARDS INCLUSIVE EDUCATION <i>*C. Abinaya</i>
72	SOCIAL EMOTIONAL LEARNING IN AN INCLUSIVE CLASSROOM <i>*Ramya.G</i>
73	PRINCIPLES OF INCLUSIVE CLASSROOM PRACTICES <i>*Hamsini. R</i>
74	INTERPERSONAL INTELLIGENCE OF PRINCIPALS ON INCLUSIVE SCHOOL MANAGEMENT <i>*Sangeetha G.S, **Dr Deepa R.P</i>

INTERPERSONAL INTELLIGENCE OF PRINCIPALS ON INCLUSIVE SCHOOL MANAGEMENT

**Sangeetha G.S*

Research Scholar

***Dr Deepa R.P*

Assistant Professor, N.V.K.S.D. College of Education, Attoor.

ABSTRACT

Fostering a positive classroom climate is an essential aspect of inclusive school improvement. Interpersonal skills of school principals play a crucial role in optimizing school climate. This article throws light on school management skills of the principals and their interpersonal intelligence which in turn makes inclusive learning effective. The ability to manage all the resources and potentials contained in the school effectively and efficiently is the major skill essential for school to implement inclusive education effectively. Effective implementation is possible only when the principal possess excellent interpersonal intelligence. They are able to build the sensitivity of all teachers in handling students with special needs optimally. The principal with good interpersonal intelligence can coordinate together with teachers and parents of students with special needs to establish a good communication in dealing students with special needs. To address the special needs of any child, the principal should know to identify the specialties within them. To identify the specialties in the child, the principal should possess Intrapersonal and Interpersonal Intelligence. Some inhibiting factor faced by the schools is that enough special guidance teachers sufficient for the number of students with special needs. Hence interpersonal skills develop Managerial Competencies within a principal which helps to optimize inclusive school climate for successive inclusive learning.

Keywords: *Managerial Competencies, Interpersonal Intelligence, Inclusive Learning, School Principal, Special Children.*

Introduction

Education is the most important thing in human life regardless of race, ethnicity, religion and physical condition. All citizens have the right to education without exception for children with special needs. Inclusive Schools play an important role in providing educational services by involving students with special needs to study with other students at the regular school closest to where they live. Schools that provide inclusive education must be able to protect all students according to their characteristics and needs. The aim of the government in designating regular schools to be inclusive school was in order that all students should get proper education in accordance with the students' conditions. Schools must be able to facilitate all students with special needs and other students in getting education. In educational organizations such as schools, the management of school principals is a top priority. The principal himself is the top leader and is the most important part in the world of education where students gain knowledge. The principal as a manager has an important role as an education manager who has the responsibility of providing inclusive education with all of its substances (Sulasmi, et.al, 2020) This paper aims at discussing specifically the interpersonal intelligence of principals and how it in turn develops managerial skills in them for the successful implementation of inclusive education. The role of the principal is very important in accordance with his function as a manager for an inclusive environment. The principal must be able to create a proper learning atmosphere for all students including students with special needs. One of the roles of the principal is to plan, formulate the vision and mission of the school, implement the curriculum, and prepare educators and education personnel, as well as infrastructure. Previous research has also suggested that school principals responsible in developing an inclusive vision,

by having good interpersonal intelligence and fostering educators and education personnel, students, parents of students with special needs, and the community (Thompson.C., 2015).

Interpersonal Intelligence

Gardner (1983) introduced a revolutionary theory with which he rejected the unitary concept of intelligence and endorsed a more inclusive definition of intelligence that is based on human aptitudes that have long been neglected in the education domain. So he proposed that humans enjoy a spectrum of talents which constitute their Multiple Intelligence profiles. Initially he proposed seven types of intelligences which included: verbal-linguistic, logical-mathematical, visual-spatial, musical-rhythmic, bodily-kinesthetic, interpersonal, and intrapersonal, naturalist intelligence, spiritual intelligence (Gardner, 1983, 1999). It should be noted that Gardner (2006) manifests that he never meant to target the education domain with his Multiple Intelligence theory initially. However, it became mostly popular among educators (Gardner, 2006). Interpersonal Intelligence and Intrapersonal intelligence should be possessed by the principal of schools.

Interpersonal intelligence enables its owner to connect establish rapport quickly and easily with others. They tend to make people feel at ease; read others' reactions; empathize; and invite people to trust them and respect them (Armstrong, 1994). Such skills of interpersonal intelligence have been enlisted among the list of effective leadership practice. (Ghamrawi, 2010). Gardner believes that interpersonal intelligence is similar to emotional intelligence (EI). People who have strong interpersonal intelligence show compassion, kindness and objectivity when dealing with others. These are critical leadership qualities that also help you work well in teams. Empathic communication is about listening and speaking with empathy. Interpersonal intelligence works on similar principles by helping you be sensitive to someone's mood, intentions and emotions. There are many examples of interpersonal intelligence. But the most famous ones include Mahatma Gandhi and Anne Sullivan, one of Helen Keller's teachers. Knowing well their affinity for helping others, it's quite clear that this type of intelligence is directly related to being compassionate and empathetic.

Interpersonal Skills and Managerial Skills

Principals who possess Interpersonal skills can become a good manager. Their managerial skills will easily direct the school to be better so that all goals will be achieved. The principal is expected to be able to build good relationships with subordinates in the school which will facilitate the achievement of planning. In schools that provide inclusive education, the principal together with the teacher must adapt the curriculum to the national curriculum used in ordinary schools. The curriculum that is made must be tailored to the needs of students with special needs. A principal with good interpersonal intelligence can intelligently adapt the teachers to adopt the children with special needs to different learning environment. These managerial skills will be developed in a principal who possess good Interpersonal intelligence,

- ❖ Technical skills; the ability to use tools, procedures, specialist techniques and updated in technology and also ready to accept creativity.
- ❖ Human skills that are the ability to work with others understand others and encourage others both as individuals and groups.
- ❖ Conceptual skills are mental abilities to coordinate and integrate all organizational activities (Kristiawan, M.et al., 2017)

A principal who possess interpersonal skills can manage any tasks and so that they will become very good managers.

Inclusive school management

There is a strong relationship between the principals' shared vision and the optimization of the inclusive school climate. The vision is shared by the principal through his interpersonal skills of communication, empathy, and problem solving with his team to effectively resolve team problems through a shared and inspiring vision. Some interpersonal skills, principals should possess for successful inclusive learning are **Effective Communication**: One of the most important skills a school principal should possess. A principal who is good in communicating via speaking, writing, listening, body language can convey his ideas and vision towards an inclusive learning to parents and his teachers and community members which is his key to success in implementing inclusive learning. He who have the ability to co ordinate teachers, special children and all the learning activities availed to engage the children is a successful manager. **Ability to build strong relationships**. A school principal needs to be a people person. Finding common ground, building connections, actively listening and earning trust are actions that a principal needs every day. Building and managing respectful relationships with others through social awareness and empathy will help a principal interact with whoever walks through their office door. A good principal can understand the issues a child with special needs and a teacher in an inclusive classroom face and also he should have a solution for all issues.

Conflict resolution

Being a good listener is the first part of conflict resolution. Principals often have students, teachers and parents come to them to complain or vent about a frustrating situation where they feel wrong. Listening carefully to both sides and using creative problem-solving skills can solve the issue by arriving at a solution that works for everyone.

Empathy: The ability to put you in someone else's situation to understand how they are feeling is a key skill for a school administrator. Principals who show empathy motivate students with special need, staff and faculty, and create a positive learning and working environment. When students view their principal as empathetic and kind, they are more likely to approach the principal for advice.

Capacity to delegate: An effective leader has the knowledge that they are not able to do everything on their own. Knowing when to delegate by recognizing that some faculty or staff members might handle certain tasks better is a sign of a successful leader.

Curriculum Management

Many schools modify the curriculum according to the needs of students with special needs. The school makes modifications, additions and removes in the learning process even though it has not been documented in the syllabus, annual program, semester program, and learning implementation plan. The principal through supervision should found that the teacher had taken a different approach to normal students and students with special needs in the learning process. The actual curriculum is in the teacher himself. So it can be said that the teacher himself is a living curriculum. No matter how good the existing curriculum and education system are if they are not supported by the ability of teachers, everything will be in vain. Teachers are competent and responsible, especially in guarding the maximum development of students. (Yunita.et.al., 2019)

A good curriculum should meet the needs of all children in a classroom. A good principal who can feel the beat of each child can plan and assemble the curriculum events as per their abilities and involvement. Some models of inclusive education curriculum are:
The escalation model - curriculum that raises the material qualification level horizontally or vertically in accordance with the potential demands of smart / gifted students;

The duplication model- curriculum development method for students with special needs that uses a curriculum that applies to regular students. Duplication consists of copying purposes, materials, processes, and materials;

The modification model- curriculum development method by changing the standard curriculum that applies to regular students to suit the abilities of students with special needs, so that students with special needs undergo a curriculum that suits their abilities and needs. Modifications made consisted of adjusting objectives, materials, processes, and evaluation.

The substitution model – replacement of standard curriculum materials with other materials because the content of the national curriculum cannot be applied to students with special needs, but can still be replaced with other materials that are more or less in accordance with the learning objectives, materials, processes, or evaluations.

Negligence, model - In compiling curricula in schools that provide inclusive education, teachers can work together with special guidance teachers (GPK), resource centers or other experts. The curriculum model used for students with special needs must be tailored to the needs of these students.

Choice of curriculum depends on the teacher's ability to handle by assessing the needs of a child to adapt in the learning environment. But planning should be based on utilizing all the potentials around us. It should be effectively managed by the managing power, the principal of the school. This is possible for a teacher only in a least restrictive environment and also only if a principal is ready to accept the views of creativity in a teacher. If a principal can empathise the students and their needs, sure he can move his ears towards ideas put forth by a teacher.

Conclusion

All schools are committed in implementing inclusive education. Principals, teachers, and all have provided the best services for students with special needs. Only a few schools have a vision, mission, and goals that reflect inclusive education schools. Many School have not received monitoring and evaluation in implementing inclusive education optimally. The supervision carried will be internal by the school principal. The constraints faced by schools in implementing inclusive education are the unavailability of special guidance teachers who are professional and proportional to the number of students with special needs. The availability of infrastructure is also inadequate. There are schools that do not have special media for students with special needs. But all constraints can be managed by a good manager with excellent managerial skills. One of the main goals of the educational process is the establishment of optimal interpersonal relationships based on interpersonal communication of factors involved in the educational process. High quality of interpersonal communication represents the skill that is increasingly viewed as a prerequisite for a developed and successful school.

References

- Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gardner, H. (2006). *Multiple Intelligences: New Horizons*. New York: Basic Books.
- Ghamrawi, N. (2010). No teacher left behind: subject leadership that promotes teacher leadership. *Educational Management Administration & Leadership*, 38(3), 304-320.
- Thompson, C. (2015). The Principals' Impact on the Implementation of Inclusion. *Journal of the American Academy of Special Education Professionals*. 136 (5), 141-146.
- Yunita. E.I., (2019). Interpersonal intelligence and School Principals. *Journal of International Pendidikan Dasar*. 3 (3) 267-274.