

Education For Children With Special Needs

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Abstract

Children have the right to experience an educational system. Education is a fundamental right for children, whether the child is healthy or has a health problem. When the medical problem of the child impairs him to learn in a normal school, it is necessary to find alternative forms of study. The fundamental children's right for education is offered to children with special needs by special schools. This article aims to explain the importance of inclusive education for children with special needs. This statement is based on the fact that children with special needs do not receive proper education like other normal children. This paper opens an understanding and insight into the rights of every citizen, especially children with special needs, to obtain a proper education. To achieve this goal, the author uses a literature study. The literature study in question is that the author reads and records the results of the study of this topic from various library sources such as books, journals, and other key reports. The results of the study show that many parents and the community think that the implementation of inclusive education is too urgent for children with special needs. Therefore, children with special needs often get less attention and do not get the same education rights as normal children.

Keywords : Education, Student, Special need

1. Introduction

The Central Statistics Agency (2017) provides information that around 1.6 million children with special needs are spread throughout Indonesia. Of the 1.6 million, only 288,000 children with special needs or 18 percent have received attention from the government through inclusive education; It was also noted that around 115,000 children with special needs had the opportunity to study in special schools, while the remaining large numbers were ignored or did not have the opportunity to study, either in inclusive schools or special schools.

A sense of concern arises by looking at the statistical data. Various parties are concerned about children with special needs who do not receive enough attention and opportunities to attend school, both in inclusive and special schools. This condition is contrary to the statutory system which guarantees the right of every citizen, including children with special needs, to receive a proper education.

The 1945 Constitution Article 32 Paragraph 1, "Every citizen has the right for education", and Paragraph 2, "Every citizen is obliged to attend basic education and the government is obliged to pay for it" are the juridical basis for initiating the basic arguments of this paper. The implementation of the mandate of the 1945 Constitution Article 32 is contained in Law Number 20 of 2003 concerning the National Education System, in particular Article 5 Paragraph 1 states, "Every citizen has the same right to obtain quality education". Furthermore, Law Number 23 of 2002 concerning Child Protection, specifically Article 51 reads, "Children with physical and/or mental disabilities are given equal opportunities and accessibility to obtain ordinary and extraordinary education."

Based on the constitutional mandate and the juridical basis above, children with special needs have the same rights as normal children in getting an education. Children with special needs can be called children who are slow learners or have mental disorders (retarded) with a below

average level of academic ability. Children with special needs can also be called children who experience physical, mental, intelligence, and emotional disorders so that they must receive special learning.

Based on the category, children with special needs can be divided into two types. First, children with temporary or temporary special needs and children with permanent or permanent special needs. children with temporary special needs are caused by external factors such as natural disasters, social, economic, or political problems. Meanwhile, children with permanent special needs are the type caused by internal factors, namely there is a disability within the child itself, for example children who are blind, deaf, physically disabled, mentally retarded, speech impaired, autistic, gifted children, and children with learning difficulties.

children with special needs should have the right to study in inclusive schools or public schools. Inclusive education is an educational service that provides opportunities for all students, including children with special needs, to study in inclusive classes or regular classes with normal children. Therefore, the school must adjust the curriculum, both educational facilities and infrastructure and learning systems according to the needs of each student.

2.Student with Special Need

Hallahan (2009) explains that all disabilities are inability (inability) to do something, but not all inability (inability) includes disability. For example, most children aged 6 months cannot walk or talk, but this is not a disability but rather an age inability that is not in accordance with that developmental stage.

Apart from disability, there are several terms used to define special needs. There are other terms for special needs, such as disability, impairment, and handicap. The World Health Organization (WHO) (in Desiningrum, 2016) defines each term as follows: Disability, namely the limitations or inability of a person when carrying out an activity, usually used at the individual level. Impairment is a loss or abnormality that occurs psychologically or in anatomical structure and function, usually at the organ level. Handicap is a person's misfortune caused by a disability or impairment that limits or hinders normal activities. For example, someone who uses a wheelchair may experience a handicap due to the inappropriateness of the building's architecture or the reactions of other people to wheelchair users. So other people can also be handicapped when they differ from the average person (skin color, body size, appearance, language, etc.) by giving them a certain stamp (stereotype) or not giving them the opportunity to do something they can do.

The Indonesian government defines the meaning of the word disability in the Law of the Republic of Indonesia (UU No 8 of 2016). Disability is any person who experiences physical, intellectual, mental, and/or sensory limitations in the long term in interacting with the environment can experience obstacles and difficulties to participate fully and effectively with other citizens based on equal rights. The variety of persons with disabilities can be experienced singly, multiple, or multiple times in the long term determined by medical personnel in accordance with the provisions of the legislation. So, disability is a person's physical, intellectual, mental, and/or sensory limitations experienced for a long period of time that hinder certain activities due to lack of access to a supportive environment.

The Individuals with Disabilities Education Act Amendments (IDEA) 1997 reviewed in 2004 generally classify disabilities into 3, namely physical disabilities, emotional and behavioral disabilities and intellectual disabilities. Included in physical disabilities, namely: deaf (Deaf), visually impaired (Blind) and physically disabled (physical disabilities). Furthermore, those included in the categories of emotional and behavioral disabilities, namely: tunalaras (larar disability), communication disorders and hyperactivity. Finally, those included in the category of intellectual disability, namely: mental retardation (grahita disability), slow learners, special learning difficulties, gifted children, autism and indigo.

In Law No. 8 of 2016, Persons with disabilities have several rights, namely:

Right to education; Employment rights; Health rights; Political rights; Religious rights; Sports rights; Cultural and tourism rights; Social welfare rights; Accessibility rights; Public service rights; The right to protection from disasters; Right to habilitation and rehabilitation; Data collection rights; The right to live independently and be involved in society; The right to express, communicate, and obtain information; Citizenship rights; The right to be free from discrimination, neglect, torture and exploitation; and the right to justice and legal protection.

Disability does not mean an obstacle to living life. People with disabilities don't mean they can't do anything. They are the same as us, it's just that they have a different way of doing an activity that they can't do because of their limitations. Let's try to understand people with disabilities as support for them to develop and be involved in community life.

The term child with special needs is the latest term translated from the term child with special needs, which is used internationally. There are several other names that are used equally, namely children with disabilities, children with disabilities, children with disabilities, deviant children, extraordinary children, or disabled.

The meaning of child with special needs refers to children who are slow learners or have mental disorders (mental retardation), children who experience physical, mental, intelligence, and emotional disorders so that they must receive special learning (Atmaja, 2018:5-6).

In Indonesia, in the regulation of the Minister of National Education Number 70 of 2009 Article 3 paragraph (1) it is explained that children with special needs are also called children with disabilities. Children with special needs is another term to replace the term "Usually Broad Children" which indicates a special disorder. Children with special needs have different characteristics from one another.

There are other terms for children with special needs that are used in various ways by the World Health Organization (WHO), including disability, impairment, and handicap.

First, disability, which is a condition in which individuals have limitations to produce activities according to the rules. Disability relates to defects in body organs, for example children who have physical disabilities such as legs that make them unable to move freely. Second, impairment, which is a condition where the child psychologically, physiologically and anatomically feels a loss. For example, people whose legs are amputated will experience leg defects. Third, handicap, which means misfortune caused by impairment or disability. This disability can certainly prevent a person from playing normally. Handicap is also defined as a condition in which children are unable to socialize and interact with other people. This happens because the child's organ functions are not actively running.

Based on several terms and understandings that have been put forward, the authors conclude that children with special needs are children who need special guidance which is certainly different from other normal children, in terms of learning and various other problems. Therefore, they must receive special guidance and assistance according to the learning needs of each child.

Children with special needs are categorized into two major groups, namely children who have special needs that are permanent or permanent under birth due to certain disorders; and children who have special needs that are temporary or temporary caused by outside themselves or the surrounding situation. For example, riots, natural disasters or other forms prevent children from adapting or studying well. Children with temporary special needs

Children with special needs, both permanent and temporary, must have difficulty learning because of their limitations. The learning difficulties of each child are caused by three factors,

namely (1) environmental or external factors; (2) children's internal factors; and (3) integration between internal and external factors.

3.Special Education Principles

Special education is constructed by a vast array of legal regulations and guidelines for best practices. Despite the sometimes complex nature of special education, six basic principles remain at the heart of all programs and services. The following six principles form the foundation from which all other special education and related services are built.

1. Zero Reject and Free and Appropriate Public Education (FAPE)
 - 1) Outlines that all students with special needs are entitled to receive a free and appropriate public education.
 - 2) Zero Rejection: no child may be refused access to FAPE based on his or her disabilities.
 - 3) There will be no required out-of-pocket costs to the families of these children for those services.
2. Nondiscriminatory and Appropriate Evaluation
 - 1) Students with disabilities are entitled to a high quality evaluation, which may produce an identification as a student with a special need.
 3. The evaluation should be completed by a multi-disciplinary team of professionals and using more than a single indicator of disability.
4. Appropriate Individualized Education Program
 - 1) The IEP is designed in accordance with the state and federal laws that outline the programs and services available to disabled students.
 - 2) The IEP team works collaboratively to ensure that each child is allowed access to FAPE during the IEP development process.
 - 3) Outlines the required elements of the IEP and timelines for its creation and modification.
5. Least Restrictive Environment
 - 1) This is the setting in which students with disabilities could benefit the most, while still receiving appropriate services for their needs.
 - 2) Encourages students with disabilities to engage with typically developing peers by placing students with disabilities in the least restrictive environment.
6. Student and Parental Participation
 - 1) Allows for students to play a part of educational planning (when appropriate).
 - 2) Requires that parents play an integral part in their child's educational planning.
 - 3) Major decisions are not to be made without fully informed parental consent (or student consent if the student is of the age of majority.)
 - 4) Allows the family (student and parents) to give input into the IEP development process.
7. Procedural Safeguards
 - 1) Ensures that the rights of students with disabilities and their parents are respected.
 - 2) Directs that schools and IEP teams follow standard procedures for the development and implementation of specialized services.
 - 3) Provides an avenue for families to challenge the decisions made by public schools.

Problem teaching students with special need in classroom

It is hard to learn for all students. However, there is a special category of children who have certain disabilities. They may be either mental or physical, as well as include both kinds of disabilities at once. Accordingly, such children face greater inconveniences than common students.

Sometimes it's vital to realize the typical problems faced by such students during the learning process.

Many useful apps and unique learning methods also help to solve the issues of disabled students. Nonetheless, the first aim is to understand those issues. Using adequate information always helps to assess any issue and find correct solutions. Thus, we recommend visiting special informative websites that provide scientific articles dedicated to the issue of disabled students.

Their information can help children, as well as their parents and teachers. Thus, you should be aware of the following barriers:

1) Insufficient Funding.

First of all, most schools don't have enough funds to provide disabled students with the necessary conditions. The issue of financing is typical for many schools in the world. When a common school cannot provide their students with books, computers, and similar stuff, students miss a lot. The consequences worsen more if these students are disabled.

2) Inconvenient Conditions.

As many schools don't have enough money, this issue causes another difficulty for disabled students. Schools cannot provide students with adequate conditions to move and study with convenience. For example, they lack ramps and/or elevators, their doors are too heavy to open, schools offer inaccessible washrooms, and/or transportation. It's hard for children with physical disabilities to simply open a door.

3) Lack of Individualization.

Another typical problem is an inadequate curriculum. Most schools create curriculums for common students. They exclude the needs and problems of disabled students. Accordingly, we face a lack of individual learning. It is vital to create special plans that take into account all categories of students to ensure equal possibilities to learn.

4) Troubled Communication with Peers.

Unfortunately, physical and/or mental disabilities create a huge barrier between healthy and disabled youngsters. It's really hard to understand children with speech or hearing problems, as well as the ones with mental sickness. Some of their peers even begin to bully them and simply cannot accept them because of their health problems. This fact is probably the most painful problem for children with special needs.

5) Lack of Specialists.

Finally, many educational institutions don't have specialists who can work with disabled children. Some administrations of schools and colleges don't train their teachers and professors to interact with students who have special needs. Thus, education becomes almost ineffective. Moreover, the curriculum may also lack proper measures and so, it leads to a catastrophe. Such children cannot learn as they are supposed to.

Inclusive Education

Inclusive education is a relatively new concept and approach to education. To understand the meaning of inclusive education below, the definition of inclusive education itself is described. The word inclusive comes from English, namely inclusive which means to include and include. The term was translated into Indonesian, inclusive. In the Big Indonesian Dictionary (1990:332) the word inclusive means including, counted. The question for us, who is included or counted? Are children with special needs? Based on this lexical meaning, the author simply defines inclusive education as a process and strategy of entering children with special needs into regular schools along with other normal children. This means that inclusive education does not only apply to children with special needs in special educational institutions such as SLB, but children with special needs who study together with other normal children in regular or general schools. Inclusive education is interpreted in various ways by experts according to their respective perspectives.

Wijaya(2018: 18) emphasizes that in regular classes, children with disabilities are placed from mild to severe levels. This means that children with special needs can study with normal children in regular classes. Furthermore, a similar opinion was expressed by O'Neil (Wijaya, 2018: 18) that inclusive education is an educational service system that includes children who have various types of special needs to study in inclusive schools or inclusive classes with other normal friends. Thus, what I want to emphasize is the preparation of schools and their facilities that must be adequate, the readiness of teachers to teach all children including children with special needs, and the readiness of a friendly school environment to accept children with special needs as part of the school community.

Another opinion, Garnida (2015: 47) reveals that inclusive education is a system of providing education for children who have certain limitations and their children are put together without considering their respective limitations. These limitations are physical, mental, intellectual, psychological and spiritual, as well as social.

Meanwhile, Sharon Rustemier (Gernida, 2015: 48-56) notes, "Inclusive education is all children and young people-with and without disabilities or difficulties – learning together in ordinary per-school provision, schools, colleges and universities with appropriate networks of support." Thus, all children can study in inclusive schools from kindergarten to tertiary level without discrimination. This is also in line with Stainback and Stainback (1990) who stated that all students with disabilities at various levels can study in regular inclusive classes with other children.

In this regard, all school components are obliged to provide educational programs according to the abilities of students. Specifically in Indonesia, inclusive education is described in detail in the Regulation of the Minister of National Education Number 70 of 2009 concerning Inclusive Education for Students with Disabilities and Potential for Special Intelligence and or Talent, defining inclusive education as an education system in which all students with disabilities both physically, mentally and socially to learn together in one school or class with other children. Therefore, the school must adjust the curriculum, learning facilities, and learning system according to the needs of students (Wijaya, 2018: 19-20).

The Ministerial Regulation was further clarified by the Directorate of Special School Development (SLB), which defines inclusive education as an educational service system where all students have the opportunity to study together, both children with special needs and normal children without discrimination. According to the Directorate of Special Education Development, there are four characteristics of the meaning of education inclusive, namely:

- (1) inclusive education is a process in finding various ways to answer the diverse needs of students;
- (2) in inclusive education various obstacles and difficulties for children in learning can be overcome;

- (3) inclusive education means that children learn to be present with others in harmony, learn to succeed in their lives, and
- (4) inclusive education is intended for children who are marginal, exclusive, and need special education services in learning (Garnida, 2015). : 48).

.Inclusive Education Model

Inclusive education provides educational services to students with disabilities in regular classes or inclusive schools combined with other normal children. In principle, philosophically, educational services for students with special needs are adjusted to the level of intelligence and individual needs of each. This means that the direction of inclusive education is to answer the individual needs of each child.

In inclusive education there are students with various family backgrounds, ability levels, social lives, and types of needs. Education services in inclusive schools allow all students to build relationships and interactions to understand each other, understand, and accept differences as a form of shared wealth. Children with special needs can still study in regular classes with the assistance of class teachers and special assistant teachers.

For children with special needs, services are given at certain times in a special room, separated from normal children, and handled by special teachers for difficult areas that take longer to understand. This special activity is intended to provide therapy according to needs. Therefore, it is necessary for teachers who have special competencies to accompany children with special needs.

Learners in inclusive education are grouped into two categories. First, students with special needs are recipients of special education without being accompanied by cognitive and intellectual barriers, for example, children with special needs for the quadriplegic, deaf, blind, and visually impaired. Second, students with special needs who receive special education are accompanied by cognitive and intellectual barriers, for example, children with special needs, mental retardation, and children with autism.

Against the two groups of students above, the teacher or supervisor can choose a learning model that suits their needs. Learning models in inclusive education are adapted to the level of needs of students, both normal students and those with special needs. Wijaya (2019: 26-27) suggests several models of inclusive education that can be used according to the needs of each student.

1. First, the regular or full inclusive class model. In this model, children with special needs, for example, children with disabilities, visual impairments or hearing impairments who do not experience intellectual disabilities can study with normal children in regular classes. This learning model is a mixed model between children with special needs and normal children.
2. Second, the cluster model. This model emphasizes that children with special need is grouped separately in the regular class. In this learning model, all students, children with special need and non-children with special learn together, but there is a clause that children with special need, needs special guidance from a teacher or assistant so that they can receive learning like normal children.
3. Third, the pull out model. In this model, children with special need is placed in a special class for certain students who are accompanied by a special teacher. Children with special need really learn together normal children in regular classes, but in certain situations they are transferred from regular classes to be provided with special services according to their needs.
4. Fourth, cluster and pull out models. This model is a mixed model between the cluster model and the pull out model. In this model, at a certain time ABK is put into a special group, but still in a regular class with a special companion. At certain times they are placed in other classes to be given special services according to their needs.

5. Fifth, the special class model. This model is not a form of segregation, but schools only provide special classrooms for ABK for some areas of learning, while for other fields all students join regular classes. At certain times ABK joins study together with normal children.
6. Sixth, full special model. This model is called the segregation model. According to this model, schools provide special classrooms for children with special needs. They study with other crew members. That means in the class there are only students with special needs without being combined with normal children

Inclusive Education Goals

Inclusive education is a new paradigm in the world of education after the segregation and integration system failed to be implemented. Each educational paradigm must have certain aims and objectives. In the Indonesian context there are various views on the goals of inclusive education. According to the Regulation of the Minister of National Education Number 70 of 2009 Article 2 states the objectives of inclusive education, namely (1) all students with physical, mental, social and emotional disabilities or children who have learning difficulties and gifted children are given the widest opportunity to obtain a good education. quality

According to their needs and abilities; and (2) recognize and appreciate the differences and diversity of personal, character and ability.

The Regulation of the Minister of National Education is explained more clearly by the Directorate of Special School Education (PLSB). The Directorate General of Primary and Secondary Education of the Ministry of National Education (2009) outlines the objectives of implementing inclusive education in Indonesia, as follows:

- (1) all students without exception are given the widest possible opportunity to obtain a proper education according to their needs;
- (2) the basic education compulsory education program can be fulfilled;
- (3) overcoming the problem of dropping out of school, and reducing the number of class stays;
- (4) creating an education system that respects diversity, is non-discriminatory, and is friendly to learning; and
- (5) Fulfilling the mandate of the constitution/statutory regulations such as the 1945 Constitution Article 32 Paragraph (1), "Every citizen has the right to education", Paragraph (2) "Every citizen is obliged to attend basic education and the government is obliged to pay for it"; Law Number 20 of 2003 concerning the National Education System Article 5 Paragraph (1) "Every citizen has the same right to obtain quality education"; Law Number 23 of 2002 concerning Child Protection Article 51 reads "Children with physical and or mental disabilities are given equal opportunities and accessibility to obtain ordinary and extraordinary education"; and Regulation of the Minister of National Education Number 70 of 2009 concerning Inclusive Education for Students with Disabilities and Potential Intelligence and/or Special Talents (Directorate of PLB, 2007:10).

Inspired by previous official documents, the author can conclude that the goals of inclusive education can be delivered.

Characteristics of Inclusive Education

One of the important elements in inclusive education is openness without discriminatory acceptance of students with special needs to study with other normal children in inclusive classes. Education services are provided to all children, including children with special needs. The Directorate of Special Education of the Ministry of National Education (2004:15) suggests four characteristics of inclusive education, namely (1) an ongoing process with the aim of finding various ways of responding to individual diversity; (2) pay attention to various ways to overcome children's difficulties in learning; (3) students who attend school participate and learn meaningful lessons for their lives; and (4) inclusive education is primarily intended for underprivileged children, is exclusive, and requires special tutoring.

Slightly different from the view of the PLSB Directorate, Marthan (Wijaya, 2019:36-37) stated several characteristics of inclusive education, namely:

- (1) friendly and warm relationships. For example, when dealing with a deaf child, the teacher smiles and turns his face to him, and people praise his child and help other children;
- (2) the ability of teachers or parents to accompany children with different backgrounds and different abilities
- (3) students sit in a variety of ways, for example some are sitting on the floor and some are sitting on a bench but their position is facing each other so that they see each other;
- (4) varied learning materials for all subjects. For example, learning mathematics is delivered in an interesting, fun but also challenging way by using learning media that students like and posters for learning Indonesian;
- (5) learning resources or media that are inexpensive, simple, easy to obtain but very useful for the learning process; and
- (6) evaluation or assessment of student work in certain subjects that are collected and graded.

To be able to understand the characteristics of inclusive education well, below are offered four important things related to the process of adjustment and flexibility in various fields related to children with special needs. The four aspects are explained as follows.

First, a flexible curriculum. The curriculum or subject matter provided to children with special needs must be in accordance with their needs. This is a priority that must be considered by the teacher or assistant. The material provided must address their needs, and those needs relate to undeveloped personal skills and potential.

Second, a flexible learning approach. This dimension relates to the method or way of transferring and transmitting knowledge or knowledge to students. In inclusive education the methods used must be flexible, not rigid, and provide convenience for children with special needs to develop their potential and skills. The approach used must be in accordance with their abilities

Third, the evaluation system is flexible. Evaluation is one of the important aspects in the learning process. The evaluation made needs to be adjusted to the needs of children, including children with special needs. Teachers need to consider wisely the abilities of children with special needs which are usually slightly lower than normal children. This means that the assessment given must be in accordance with the level of needs and abilities of all children with special and normal needs.

Fourth, friendly learning. The learning process in inclusive education must provide a pleasant atmosphere (friendly conditions) so that children feel more comfortable living in school and are motivated to develop their potential and skills according to their level of ability.

Principles of Inclusive Education

Fundamentally, the practice of providing inclusive education for children with special needs refers to the Salamca International Document and the Universal Declaration of Human Rights (UDHR 1948) which guarantees all children's rights in the world to obtain their rights in the field of education without exception. One of the basic principles issued by the international document is that all children have the same opportunity to go to school regardless of their different life backgrounds. Inclusive education accommodates all types of student differences, both children with special needs and normal children. Inclusive education seeks to respond to the various needs of students according to their abilities and potential.

Conceptually, Farrell (Wijaya, 2019: 39-40) put forward the basic principles of inclusive education that give space and time to students children with disabilities to study in inclusive classes with normal children. The principles of inclusive education are as follows.

First, inclusive education opens opportunities for all types of students. Inclusive education avoids discrimination and embraces or accommodates all types of students, including students with special needs. Children with special needs are an integral part of inclusive education, have the same rights as normal children

Second, inclusive education avoids all negative aspects of labeling. Inclusive education tries to avoid negative names for children with disabilities with more positive and supportive names. For example, mentally retarded children who used to be called maladjusted/adjustment disorders (negative labels) become emotional and behavioral difficulties (EBD) (more positive) or emotional and behavioral problems that turn into behavioral, emotional, and social difficulties (BESD). behavior, emotions, and social.

Third, inclusive education always carries out checks and balances. The purpose of this principle is that educational institutions do not work alone, but always involve parties related to the interests of students such as parents, the community (school committee), and experts related to special characteristics, such as school counselors, psychologists, psychiatrists, social workers and so on. All components of education, both internal and external, work together to help students, especially students with special needs, to grow their potential and abilities

How to teach students with special need

1. Put the relationship *before* academic rigor

I get it. Teachers have a certain number of instructional minutes and curriculum to get through, and we don't want kids to fall behind academically, especially children who already may have lagging academic skills. So, the natural temptation is to focus on academics and compliance of academic tasks, even when our children are under the stress of social isolation and the pandemic. But stressed-out brains don't learn well.

We can learn from previous experiences with stressful events that displaced students. After Hurricane Katrina, students struggled when schools quickly focused too quickly on academic remediation. But when schools focused first on their social and emotional well-being, students were more likely to get caught up on the work.

The research on the benefits of social-emotional learning (SEL) as a lever for academic learning is more than compelling. Schools that focus on SEL can see an average of 11% improvement in academics. Indeed, for students with learning disabilities, one of the key factors for academic success is having support systems, like caring adults who help them navigate the challenges they face.

Since the beginning of the pandemic, I've been sharing my new mantra for educators and parents to illustrate this point that we need to tend to social-emotional needs first:

Connection is Protection.

The good news is, educators can be a daily dose of buffering care for children with special needs, just by connecting on a personal level with their students. When students (and indeed adults) feel safe, seen, and supported, they experience more positive emotions, which boosts cognitive resources for learning.

And, yes, there are ways to engender genuine moments of connection, even on Zoom. Here are three resources that will get children ready for learning by building connection first:

- 1) Edutopia's [How to "Maslow Before Bloom"](#) (A toolkit for meeting students' SEL needs online using classroom meetings).
- 2) Jennifer Gonzales' podcast: [Creating Moments of Genuine Connection Online](#).
- 3) [Greater Good in Education](#) is a go-to for quick, research-based SEL activities (many of which can be done over Zoom throughout the day). Get a curated list of activities that support well-being and connection during distance learning [here](#) and ideas for adapting practices for students with disabilities [here](#).

While connection is the foundation for all learning, there are also universal design tactics for distance learning that will help all students with engagement. Angela Watson's recent podcast, [The Best Ideas from the Distance Learning Playbook](#), is a great place to start to get some innovative ideas for connection and engagement.

However, students with special needs will undoubtedly need more than connection and a cool Zoom engagement trick to succeed. Just like in the classroom, specialized support is often needed.

2. Get creative with accommodations and supports

Many students with special needs have challenges with independent learning. They often need specialized instruction and more scaffolded support, such as having tasks broken down for them into more manageable chunks, visual aids, and frequent check-ins to ensure they are on the right track.

In the classroom, teachers can give instant feedback and support. Students may also get pull-out services with specialists to teach them needed skills for focus, problem-solving, and emotional or behavioral self-regulation. Online, it's really challenging to give that same "eyes on kid" and "real time" support.

One of the strategies that came up over and over in my online communities was using individual and small-group breakout rooms on Zoom. This virtual "push-in" support can give children with special needs extra instruction, encouragement, and support during tasks that they may not be able to do in the large group or independently.

This extra support can be done for longer blocks of time to do entire tasks together, or short check-ins before independent work to make sure the student knows what to do in a breakout room and has an opportunity to ask clarifying questions. Instructions on how work can be modified to the just-right level can also be communicated in this time. For instance, the student can be given reading assignments at their instructional level, alternative assignments that meet the same learning target, or shortened assignments that emphasize quality over quantity, such as doing every other math problem in the time period.

Another strategy for students who have disabilities that affect their attention or emotional self-regulation is to provide online spaces to bring stressed-out students' brains back to the "calm zone" for learning. For example, one school psychologist in the Thriving School Psychologist community created a [Bitmoji classroom](#) full of online calming strategies for children who need a brain break, mindfulness activity, movement break, or self-regulation tool to use when they were overwhelmed. The teacher offered this to students who appeared to be struggling, and as a proactive strategy to prevent overwhelm in the first place.

Team collaboration

One of the challenges for students with special needs is that their support is more disjointed and remote. This is why building out a team of support is even more critical than ever before. Whether or not students with disabilities have a formal plan in place, such as a 504

accommodation plan or an Individual Education Plan (IEP) in special education, collaboration among other educators, support staff, and especially parents is key.

If you are an individual teacher who is struggling to support diverse learners in your classroom, consult with your school psychologist, special education team, and counseling support staff. These team members are on the forefront of emerging best practices and can consult with you to come up with innovative ways to ensure that kids feel connected, engaged, and supported.

Most importantly though, connect with the parents! Parents are doing the best they can with the tools and skills they have at home, under stressful circumstances. When educators partner with parents, especially now, when the parent is the primary source of support during the day, that's where the real change can happen for our students. It's my sincere hope that no parent ever feels like the parent I saw on Zoom who had given up.

This is the new normal for now. The landscape is constantly changing, so we must take measures to adapt, in the best way we can, with the tools we have available. While we can't smooth out the ocean of challenges altogether to provide an ideal learning experience in a pandemic, we can figure out ways to ride out the waves together, so we are providing the best educational experience for our students as we possibly can. The only way we will get through this is together.

3. Finding

Children with special needs in Indonesia have had the opportunity to receive education, although not all of them have been able to enjoy it. It is also not a matter of discrimination or exclusion, but of many factors, including geography or socioeconomics. Inclusive schools are considered capable of providing various benefits for both the general public and the extraordinary children themselves. Other children may have special needs involving learning difficulties, food allergies, developmental delays, or panic attacks elementary school . The implementation of inclusive education is still not well implemented and still requires improvement, the presence of special assistant teachers is still very much needed to be able to assist teachers in carrying out more intensive care for children with special needs .

The results of the related research remain that, the lack of socialization about inclusive schools for the surrounding community makes it difficult for children with special needs to learn and get equal rights in terms of education. The educational background of teachers is still not in accordance with their competencies (PLB) so that teachers have not been able to handle student diversity optimally. The limitations of school facilities and infrastructure in implementing inclusive education, especially learning arts and culture as well as those related to creativity.

The situation in Indonesia is less favorable for inclusive children who live in rural areas, which are far from educational facilities, so people who lack knowledge leave these children with special needs without education, because they think they do not need to be given the opportunity in life. According to the results of the study, students who have limitations or special needs get treatment according to the type of limitations

In the implementation of inclusive schools, it is necessary to prepare services and infrastructure that support and support from the government so that the implementation of inclusive education programs in elementary schools can be carried out properly. In optimizing the potential possessed by children, especially children with special needs, it is necessary to use an inclusive education.

Institutions of inclusive students with special needs, in the process of choosing their educational path, have been studied by several researchers such as. The focus of the two researchers is on the meaning by the special education profession and the categorization of students as well as

practical analysis of special education in regular schools and vocational special needs education.

Limitations in choosing education as well as the power of narrative in the stereotyped culture of disability. The low learning mastery of students with special needs in Indonesia poses several challenges that must be faced by persons with disabilities in fulfilling their rights to obtain decent work, among others, there are still thoughts that view disability as unproductive, from a social and economic perspective because of the limitations they face. This also applies to promotions and increases in employee salaries in a company.

The physical condition and even the social condition of persons with disabilities who are generally considered vulnerable, both from the economic, educational, skill, and social aspects cause people with disabilities to be unable to be utilized optimally by the company. There are challenges that must be faced by persons with disabilities in fulfilling their rights to get decent work, especially in the current recruitment process which is still biased towards the rights of persons with disabilities.

4. Conclusion

Education for student with special need is very important. Special education is of great importance for children with learning disabilities, because it gives them the opportunity to get quality education in line with their unique needs. It gives them the opportunity to get quality education in line with their unique needs Special education enables every student to gain a high level of independence and reach their full potential. The learning mastery of children with special need is still below the minimum completeness criteria and is still far from expectations, so it needs serious attention from the Central and Regional Governments. There needs to be a careful and complex pedagogic design to face the ongoing challenges of effective teacher education for inclusive teaching, common perception between schools, communities and Government.

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