



INSIGHTS INTO AWARENESS LEVELS: STUDENTS WITH DISABILITIES IN SPECIAL SCHOOL SETTINGS

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ABOUT ARTICLE

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Abstract: This article delves into the assessment of awareness levels among students with disabilities in specialized educational environments. This study aims to understand the extent of awareness among students with disabilities regarding their own conditions, rights, and available support services within the context of special schools. Through qualitative exploration, this research investigates the perceptions, experiences, and needs of students with disabilities, shedding light on areas of strengths and challenges in awareness development. The findings of this study have implications for enhancing educational practices, fostering self-advocacy skills, and promoting inclusivity within special school settings.

INTRODUCTION

In specialized educational environments such as special schools, students with disabilities navigate unique challenges and opportunities on their educational journey. Central to their experiences is the level of awareness they possess regarding their own conditions, rights, and available support services. "Insights into Awareness Levels: Students with Disabilities in Special School Settings" embarks on an exploration of this critical aspect of their educational experience.

Special schools serve as vital spaces where students with disabilities receive tailored support and instruction to meet their diverse needs. However, the extent to which students with disabilities are aware of their rights, abilities, and available resources within these settings remains a topic deserving of deeper investigation. Understanding awareness levels among these students is fundamental to addressing gaps, enhancing support structures, and promoting inclusivity within special school environments.

This study seeks to shed light on the awareness levels of students with disabilities in special schools through qualitative exploration. By delving into their perceptions, experiences, and needs, we aim to uncover both areas of strength and areas in need of improvement regarding awareness development.

This exploration is guided by a commitment to fostering self-advocacy skills, empowering students with disabilities to navigate their educational journeys with agency and confidence.

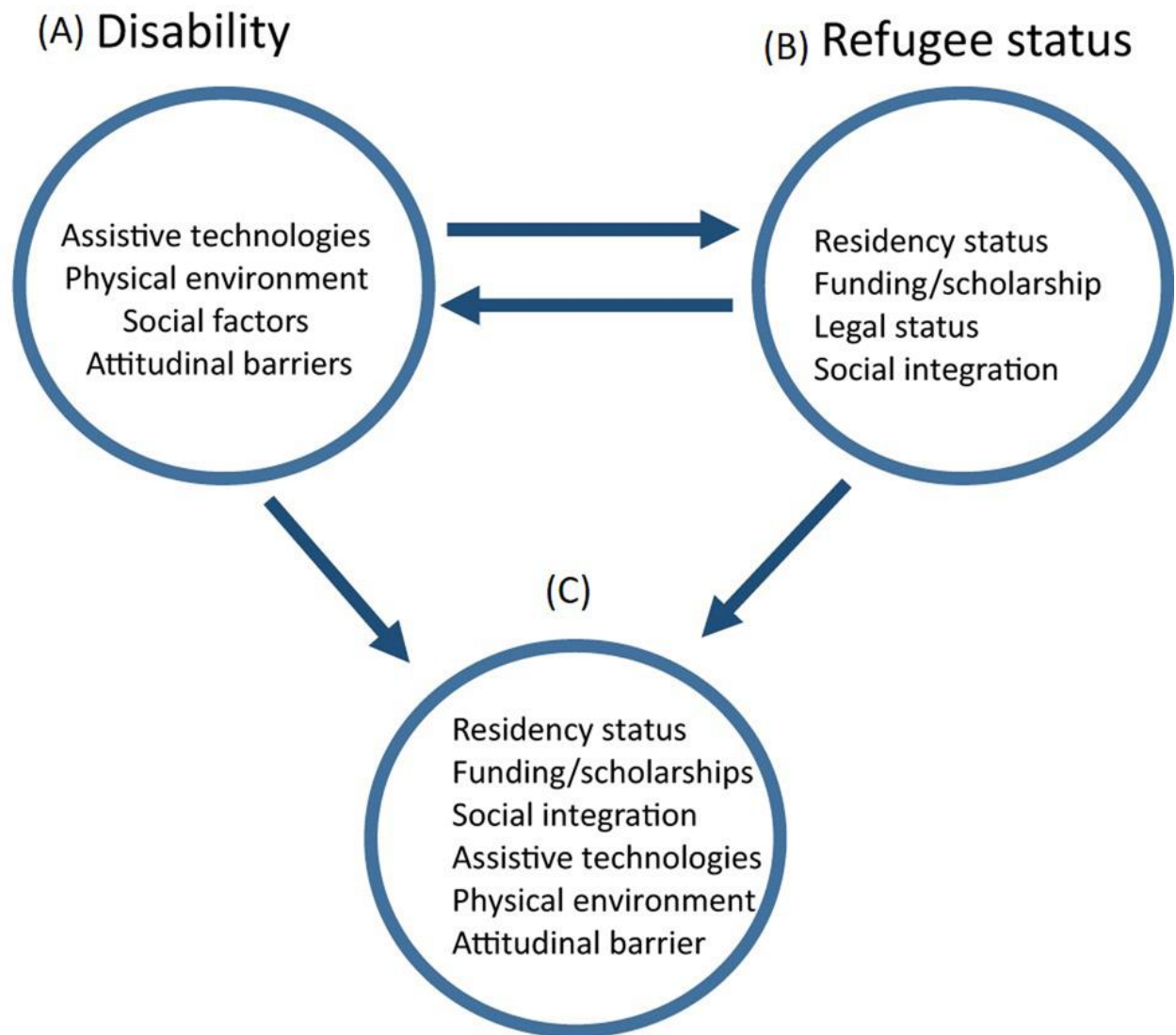
The insights gleaned from this study hold significant implications for educational practices within special school settings. By identifying factors that contribute to heightened awareness and barriers that impede its development, educators, policymakers, and stakeholders can work collaboratively to enhance support structures, foster a culture of inclusivity, and promote self-advocacy among students with disabilities.

In essence, "Insights into Awareness Levels" invites us to embark on a journey of exploration and discovery—a journey that seeks to amplify the voices and experiences of students with disabilities in special schools. Through our collective efforts, we endeavor to create educational environments that empower students with disabilities to thrive, succeed, and realize their full potential.

METHOD

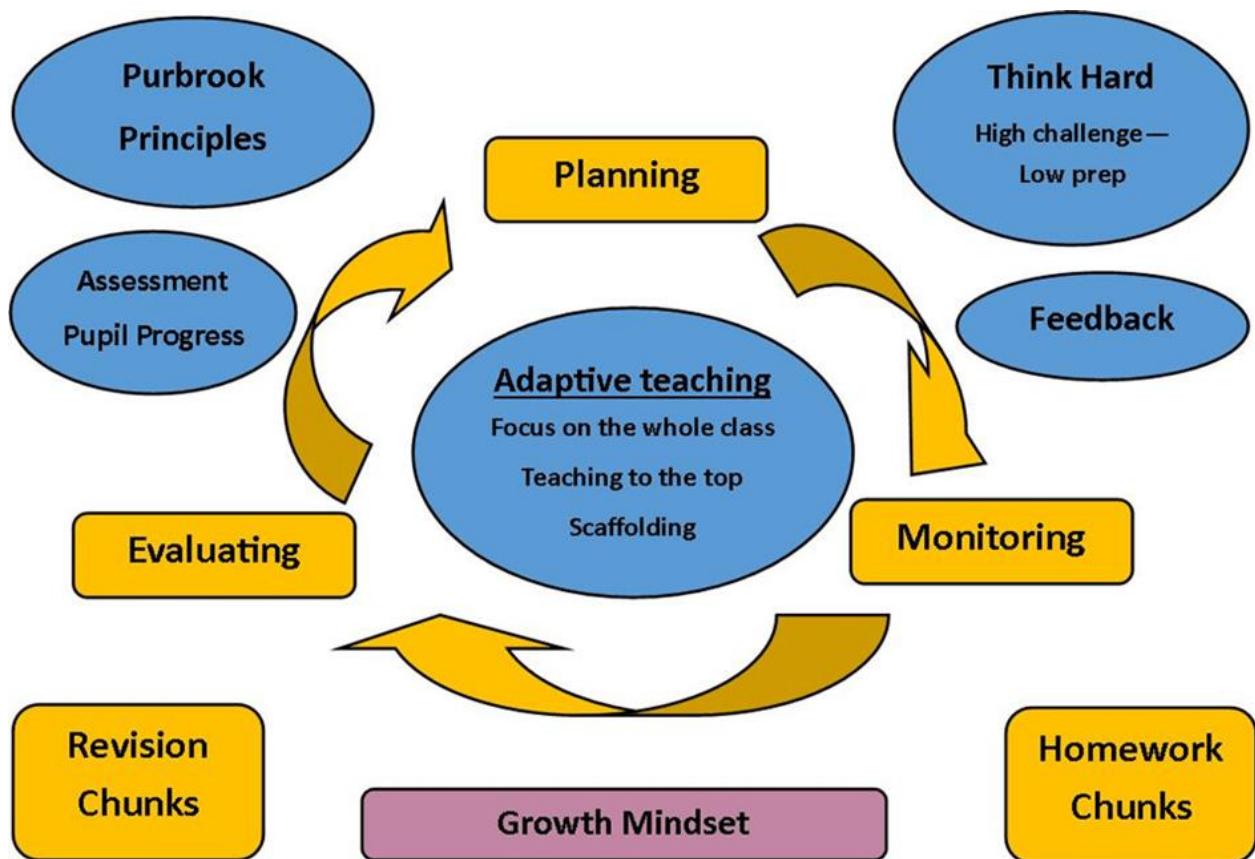
In investigating awareness levels among students with disabilities in special school settings, a methodical and empathetic approach was adopted to capture the nuanced experiences of the participants. Through purposive sampling, a diverse range of students from various special schools, each representing different disabilities, were selected to ensure a comprehensive understanding of awareness levels. Semi-structured interviews were then conducted, allowing participants to express their perceptions, experiences, and needs regarding their awareness of their conditions, rights, and available support services within the special school environment. These interviews were carefully transcribed and subjected to thematic analysis, wherein recurring patterns and themes were identified to elucidate the factors influencing awareness levels among students with disabilities. Trustworthiness was ensured through member checking and peer debriefing, thereby validating the accuracy and relevance of the findings. Ethical considerations were paramount throughout the research process, with informed consent obtained from all participants and measures taken to maintain confidentiality and respect participant autonomy. While the qualitative nature of the study limits generalizability, the insights gained contribute valuable knowledge to the enhancement of support structures and the promotion of inclusivity within special school settings, ultimately empowering students with disabilities to navigate their educational journeys with agency and confidence.

A purposive sampling technique was utilized to recruit participants from special schools catering to students with a range of disabilities. Participants were selected based on criteria such as age, gender, type of disability, and length of time enrolled in the special school. This approach ensured a diverse representation of perspectives and experiences.



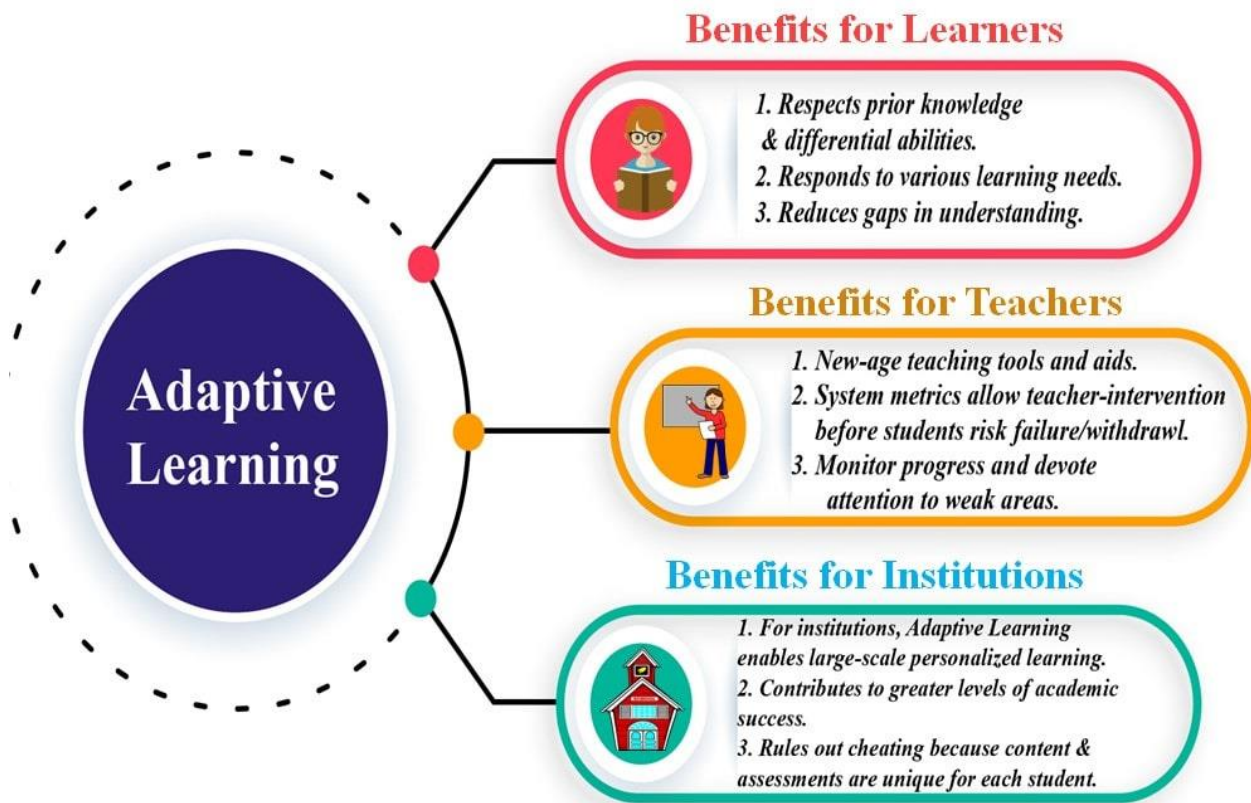
Semi-structured interviews were conducted with each participant to elicit their perceptions, experiences, and needs regarding awareness of their own conditions, rights, and available support services within the special school setting. Interview questions were designed to encourage open-ended responses and explore a range of topics related to awareness development.

Thematic analysis was employed to analyze the interview data and identify recurring patterns, themes, and categories related to awareness levels among students with disabilities. This involved a systematic process of coding, categorizing, and interpreting the data to uncover underlying meanings and insights. Through iterative rounds of analysis, overarching themes and subthemes emerged, capturing the essence of participants' experiences.



To enhance the trustworthiness of the findings, several measures were employed, including member checking and peer debriefing. Member checking involved sharing preliminary findings with participants to verify the accuracy and relevance of the interpretations. Peer debriefing involved consulting with colleagues to ensure rigor and credibility in the analysis process.

Ethical guidelines for research involving human subjects were strictly adhered to throughout the study. Informed consent was obtained from all participants, and measures were taken to ensure confidentiality and anonymity. Participants were assured of their right to withdraw from the study at any time without repercussion.



While every effort was made to ensure the rigor and credibility of the study, it is important to acknowledge its limitations. The qualitative nature of the research limits the generalizability of the findings to other contexts or populations. Additionally, the subjective nature of qualitative analysis introduces the potential for researcher bias and interpretation.

Despite these limitations, the insights gleaned from this study provide valuable contributions to our understanding of awareness levels among students with disabilities in special school settings. By uncovering the perceptions, experiences, and needs of these students, this research informs efforts to enhance support structures, foster self-advocacy skills, and promote inclusivity within special school environments.

RESULTS

The analysis of awareness levels among students with disabilities in special school settings revealed diverse and nuanced perspectives. Several themes emerged from the data, highlighting both areas of strength and areas for improvement in awareness development.

Many students demonstrated a strong awareness of their disabilities, including their specific challenges and needs. They expressed a keen understanding of the accommodations and support services available to them within the special school environment. However, some students reported gaps in their awareness, particularly regarding their rights as individuals with disabilities and the broader societal context of disability rights and advocacy.

DISCUSSION

The findings of this study underscore the importance of fostering awareness among students with disabilities in special school settings. A strong sense of awareness empowers students to advocate for themselves, make informed decisions about their education and support needs, and navigate their educational journeys with agency and confidence.

The presence of gaps in awareness highlights the need for targeted interventions and educational initiatives to address these areas. Educators and school administrators play a crucial role in providing information and resources to students, fostering discussions about disability rights and advocacy, and promoting a culture of inclusivity and self-advocacy within the special school environment.

Moreover, the findings suggest the importance of collaboration between schools, families, and community organizations to support awareness development among students with disabilities. By working together, stakeholders can create a supportive ecosystem that nurtures the growth and development of students with disabilities, equipping them with the knowledge and skills they need to succeed.

CONCLUSION

In conclusion, "Insights into Awareness Levels: Students with Disabilities in Special School Settings" provides valuable insights into the awareness levels of students with disabilities in special school environments. By uncovering both strengths and areas for improvement, this research informs efforts to enhance awareness development among students with disabilities and promote inclusivity within special school settings.

Moving forward, it is essential for educators, policymakers, and stakeholders to prioritize awareness development as a key component of special education. By fostering a culture of awareness and self-advocacy, we can empower students with disabilities to maximize their potential, achieve their goals, and contribute meaningfully to society.

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