

Pragmatic Measures Proposed Regarding Normalization of Diverse Learners: Portrayal of Special Educators

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Abstract



The study was conducted to explore the Pragmatic Measures Suggested by Special Education Teachers Regarding Normalization of Diverse Learners. A total of normalization that is an effort to end the `required, capricious and inhuman segregation of pragmatic learner and enable them to involve in normal, social and familial contacts. This study will help the special education teachers to resolve many psychological problems like inferiority complex and social discrimination. It will be help full for the special education teacher to enable pragmatic to children to engage in normal, social and familial contacts. It will be helpful for the regular school teacher to treat the pragmatic child with love and respect. The study will bring awareness in society regarding normalization of pragmatic learners. It will be helpful for the parents of special children to treat them like normal children. Data was collected physically as well as online by utilizing google forms. After collecting data, SPSS 21 was used to run the different tests as the study requirement, and results were tabulated. Studies have indicated that exposing pragmatic measures that resolve many psychological problems like inferiority complex and social discrimination. It helped to diverse learners to increase their functional skills, take advantage of their strengths, and compensate for their weaknesses. It is highly recommended that the mentoring programs need to launch to help people feel more empowered and more connected to their neighborhoods. Schools and students work together to develop and refine prevention and intervention strategies. The staff builds rapport with families via personal interactions with parents.

Keywords: Diverse Learners, Pragmatic Measures, Special Educators, Normalization

Introduction

According to Wikipedia, pragmatism is "a philosophical tradition focused on connecting practice and theory." In order to create what is known as intelligent practice, hypothesis is taken derived from practice and put into practice. According to Merriam Webster, pragmatic methods are realistic as opposed to idealistic and concentrate on facts or practical problems. I come to the conclusion to there is a greater need for pragmatism after considering the present issues affecting health care, health education, and public health. In this essay, I give a broad review of pragmatic methods and give illustrations of pragmatic models, metrics, and designs. The next part covers potential and difficulties for increasing the speed at which research is applied in practice and policy practical methods, which, in my opinion, provide the best possibility and more quickly accelerating the translation of research into practice and policy (Glasgow et al., 2013).

Pragmatic approaches to teach various pragmatic children, are sensory-motor vocational-social, curative and therapeutic ones. At existent, the scorching issue in special education department, normalization that is an effort to end the `required, capricious and inhuman segregation of pragmatic learner and enable them to involve in normal, social and familial contacts. The advocate of normalization is in famous of treating children with pragmatic like normal child and teaching them in normal classroom setting. It can resolve many psychological problems like inferiority complex and social discrimination (O'Neill & Thomas, 2013). Over the past 20 years, there is no subject that

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causes greater contradiction in the custom curriculum among instructor, chairman, and guardians than incorporation. Consideration speaks to the conviction or rationality that understudies with incapacities ought to be coordinated into normal training classrooms regardless of whether they can meet conventional curricular principles (Westwood & Graham 2003).

This approach has many additional clear benefits in addition to the reality that perhaps the addition display is compatible with the sense of social justice that re-energizes the normalization guideline. When children with diseases attend their local public school for their education rather than a separate special class or school, they become a part of the community. This is in contrast to when they are educated in a class or school some separation away. They will probably spend the weekend doing activities the someone they attend school with each day with individuals they attend school with each day with people they see every day at school, and they will probably get together with people they know when they are out in their own group. Their school friends will presumably live in the same neighborhood as them. Students who lack certain intellectual abilities often have regular friends who serve as examples for their behavior, critical thinking, and other intellectual abilities when they are grouped together. If the students are going to be transferred to a school that is located some distance away, this normal cooperation will endure for a longer period of time (Mitchell et al., 2003).

Consideration encourages both of these necessities. Certain understudies with pragmatic have generous qualities specifically branches of knowledge. Neighborhood optional schools enable access to pro educators, which numerous Special Units inside regular schools don't have. While get to is hypothetically conceivable if Units are situated inside standard schools, it is continually arguing the point for the holdup constantly that is looked as the individual who has duty regarding understudies with incapacities, and approach to science research centers and other particular offices are frequently done a specially appointed premise, as opposed to as a major aspect of the general timetable. The consideration model can likewise widen the ability of standard educators. At the point when educators need to animal their showing all the more precisely, or modify lessons for an understudy with learning troubles, other kids in the class can likewise profit (Konza The initial creation of a special learning programmed for students with disabilities was motivated by beliefs., 2002).

The initial creation of a special learning programmed for students with disabilities was motivated by beliefs. Even teachers who have actively sought out staff development had low rates of knowledge transfer from the training to the classroom. While altering the discernment and success of adding necessitates changing the mind sets and aptitudes of a significant framework, it is important to examine the more comprehensive writing on productive professional learning and school recharge. Keeping this situation in view, the present study attempts to find out some pragmatic measure to normalize the diverse pragmatic children (Westwood & Graham, 2003). The main objective of this study was to explore the Pragmatic Measures Suggested by Special Education Teachers Regarding Normalization of Diverse Learners.

Review of Related Literature

Learners from various racial, ethnic, cultural, and linguistic origins are included under the umbrella term "diverse learners." People with various intelligences, cultural origins, and teaching methodologies comprise the group known as "diverse learners." Traditional approaches to dealing with diversity in the classroom are being phased out in favor of more inclusive teaching strategies that give equal learning opportunities for all students. This is not to say that classes should be personalized to the requirements of each individual student; rather, classrooms should be designed such that pupils have a varied range of subjects, methodologies, and opportunities to show their knowledge (Cole, 2008).

Diverse students may be divided into two categories. The first group is made up of the first group made up of gifted kids, whereas the second consists of students with impairments (Devlin et al., 2012) To be deemed an exceptional kid, a child's growth and development must show significant deviations from the norm in all four areas: physical, intellectual, emotional, and social. The following are some key characteristics of the four major groups of extraordinary children (Reychav & Wu, 2015).

It has been shown that providing a diverse student population with access to a wide range of inclusive and diverse educational alternatives benefits all students. Students often report feeling more motivated and capable of responding to changing circumstances when given more options in their assignments. Technology plays a significant part in lowering the amount of time, money, and effort

necessary to assist and educate students from varied backgrounds. This is done by making a wide range of internet tools and material considerably easy to interchange and utilize (Hunt et al., 2015).

More diversity in the workplace has been found to increase both morale and productivity. Women and members of underrepresented groups presuming that the workplace is diverse, employees are more likely to be content with their careers and lifestyles. have a higher likelihood of being content with their jobs and lives as a result of workplace diversity, assuming that the workforce is suitably varied. For members of underrepresented groups in the labor force, for example, the happiness gain does not begin until their labor-force representation exceeds 15% of the total. When diversity recruiting is just on the surface, the consequences for psychological health suffer.

Pragmatists believe that the educational experience of each individual student ought to be uniquely tailored to meet their individual needs. The premise of pragmatism is that the educational system ought to be adaptable enough to accommodate the needs of each individual student. Read up on pragmatism as a worldview, do some research on the results of a hands-on education, evaluate the value of experiential learning, and contemplate the benefits of pragmatism in the classroom. If each of these phases is carried out in full, then each of these possible outcomes is within reach. During the course of their jobs, many instructors will likely come into contact with a diverse population of children who might benefit from receiving special education services. Teachers will be in a better position to support their students with special education necessities for the whole of their academic careers if they have access to appropriate resources and methods and are educated about those materials and tactics (Ljiljana, 2000).

The three basic components that comprise a person's attitude are their thoughts, emotions, and actions. The bulk of educators' views toward inclusion are motivated by pragmatic concerns about the sustainability of adopting inclusive education, rather than any philosophical underpinning. This is because inclusive education is notoriously difficult to implement effectively. the number and quality of the work done by Children with disabilities and a lack of adequate support services the quantity and quality of the work done by children with disabilities, the lack of sufficient support services, children with impairments, as well as the absence of sufficient support services Concerns about the quality and quantity of work produced by children with disabilities, a lack of adequate support services, a lack of guidance and competence, and an inability to accommodate the individualized time demands of students with disabilities are frequent complaints from teachers when it comes to using inclusive education as a strategy the practice of inclusive instruction. In addition, there is a need of adequate support services (LeRoy & Simpson, 1996).

It has been establishing the length of time spent practicing a profession shed that the degree of dedication and contentment of a teacher fluctuates with age and the number of years spent working in the profession (Hastings & Oakford, 2003). Billingsley and Cross (1992) concluded, based on their results, that older and more experienced instructors were more loyal to their individual institutions in quantitative research including 1,147 educators. Educators who reported the highest levels of dedication to their profession also greatest levels of work satisfaction reported the highest levels of job satisfaction; however, the precise relationship between the two characteristics is uncertain (Billingsley and Cross, 1992). There are other ideas that might explain this association, including the fact that older instructors are more dedicated to their work due to the many years of experience they already have in the area, as well as the limited number of alternative vocations available to them (Hastings & Oakford, 2003).

According to Inman and Marlow (2004), when questioned among 500 K-12 educators, 58% of those with zero to nine years of experience responded to facilitate stability was the most important motive for continuing into the industry. It is feasible that a high sense of job security would reduce the effect that tenure has in the education sector overall. Because of retirement benefits, other teaching employment, and career opportunities outside of the classroom, educators may delude themselves into believing they have access to a comprehensive support system (Inman and Marlow, 2004).

There is a link between the degree of impairment to which instructors are compelled to adjust in the classroom and their unconstructive attitudes about the enclosure of disability among students with disabilities. To put it another way, the more severe a child's condition, the more likely the child would have a negative attitude toward inclusion. The peculiarities of the handicap may also impact the instructors' perspectives in disability among pupils' number of ways. It has been shown that

instructors are more accepting of children with physical and sensory impairments than of students with intellectual, cognitive, or behavioral issues (Inman and Marlow, 2004).

According to Bogler (2001), having a voice in the design of school policy increases a teacher's satisfaction with their employment. "A low level of teacher involvement in decision making is associated with a low level of satisfaction," while "overall, teachers report greater job satisfaction when they perceive their principal as someone who shares information with others, delegate authority, and maintains open channels of communication with the teachers." "a lack of teacher engagement in decision making is associated with a lack of satisfaction" (Bogler, 2001). As a result, administrators who utilize an authoritarian or consultative leadership style rather than a collaborative approach that emphasizes shared decision making and empowers their team are less likely to be happy. This is because collaborative leadership approaches foster shared decision making and offer employees greater autonomy

Positive reinforcement on the work, in the form of managerial praise or remarks on an employee's performance, is regarded as one of the most crucial elements in figuring out if an employee will report high levels of work satisfaction, according to experts. Previous studies have shown a correlation between the attention and encouragement provided by leadership and higher levels of teacher satisfaction (Forlin, 1997).

Maslow (1943) proposed that a feeling of stability in one's profession might go a long way toward fulfilling the requirement for security and safety, as well as the idea that the longer someone works in the field of education, the better their chances become of being given tenure. Those who have graduated from a more advanced level of education have an increased chance of being given tenure's quantitative study including 300 instructors, on the other hand, found that duration of service had no significant influence on participants' feelings of work satisfaction (Hill, 2009). Another research, which interviewed 165 workers, found that those who were not on the path to tenure were more satisfied with their jobs than those who were. Individuals who had worked in the profession for more than 21 years, on the other hand, reported greater levels of happiness than those who had worked in the sector for just 1-9 years (Nestor and Leary, 2000).

The second kind is known as the consultation approach, and it is one in which management solicits input from their subordinates before making what they think to be the most successful decision possible. Following that, With the team's other members, the manager addresses the subject or problem at hand and they all agree on the best next action to take. Managers' final recourse is to transfer decision-making authority to smaller groups, such as committees or select groups. As a result, the board or panel in issue has no choice but to face the consequences of its choices (Bogler, 2001).

According to Bowen, a sense of safety and security is critical for maintaining a healthy social environment (2000). When Maslow's (1943) hierarchy of requirements is considered, it is clear that focusing more on school safety and the assistance offered by instructors leads to better levels of satisfaction among kids since the need for safety is met. Higher levels of student satisfaction have been linked to providing students with more support in the form of spare time, expertise, or services (Carroll et al., 2003).

Giving pupils constructive criticism for their conduct, pointers for enhancement, help, counsel, or information that might lead to a resolution has been demonstrated to to an issue they are experiencing outside of the work they accomplish in class will boost their level of pleasure. According to the conclusions of a body of research, students are more satisfied with their educational experience when they believe their professors care about them as individuals. There are several more ways for teachers to demonstrate their support, but none are required (Carroll et al., 2003).

Applicants must be able to interpret and create language that has some kind of meaningful link to a non-linguistic situation with which they are already aware in order to pass pragmatic examinations. Oller contended that such a check was fundamentally sound. However, it seems that these naturalness rules do not sufficiently address the artificiality of testing circumstances as a whole, as well as how such artificiality constrains language usage. The concept of evaluating a person's direct language competence rather than indirect language competence has been found to be more useful in resolving this problem (Konza, 2002)

Research Methodology

Research Design

In this case we are conducting quantitative research. The study was primarily descriptive. Design of research was survey plan Describe the features of the population or subject being investigated as part of descriptive research. Instead, then focusing on the ‘Why’ of the research issue, this method emphasizes the ‘What’ (Bhat, 2019)

Population & Sample

The whole of the group that is the subject of the research is referred to as the population of study. There must be at least one distinguishing characteristic present instructors of special education who were among the population. The participants in this study were all of the normal and special education teachers who were employed by the Punjabi government. According to the statistics that they provided, the department of special education is made up of a total of 294 institutions and 2406 teachers. The sample for this research consists of 332 educators who have prior experience working in special education settings with children and/or adults who have exceptional requirements

Research Instrument

The questionnaire was entirely self-made and of four main sections, with a preliminary section outlining the respondent's demographics. It was created by the researcher while keeping in mind the four components of self-concept. An expert from the special education department validated the questionnaire.

Data Collection & Analysis

The researcher intended to use a quantitative (questionnaire survey) approach to data collection, and she had developed a self-constructed questionnaire instrument based on previous research. However, a self-made survey was used to gather responses. In both group and individual settings, the researcher distributed the questionnaire. Direct phone calls were made to those who could not be contacted in person.

The four major components of the fully self-made questionnaire began with a section summarizing the respondent's demographics. The four elements of self-concept were taken into consideration when the researcher was developing it. The questionnaire was verified by a special education department specialist.

Frequency Distribution at the Basis of Demographics

Title	Description	Frequency	Percentage (%)
Gender	Male	85	25.6
	Female	247	74.4
Age of Respondents	21-30 Y	162	48.8
	31-40 Y	145	43.7
	41-50 Y	25	7.5
	51-60 Y	0	0
Designation	SSET	91	27.4
	JSET	116	34.9
	Educators	100	30.1
	Psychologist	20	6.0
	Speech Therapist	5	1.5
Profession Qualification	Bachelors	45	13.6
	Master	202	60.8
	M.Phil.	80	24.1
	PHD	5	1.5
Place of Posting	School	172	51.8
	Center	160	48.2
Area of Posting	Rural	197	59.3
	Urban	135	40.7

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Division of School	Lahore	10	3.0
	Multan	60	18.1
	Rawalpindi	15	4.5
	Bahawalpur	10	3.0
	DG Khan	175	52.7
	Faisalabad	41	12.3
	Gujranwala	21	6.3
Total		332	100

Table 2

Frequency Distribution for Pragmatic Measures Suggested by Special Education Teachers Regarding Normalization of Diverse Learners

Sr#	Statements of Questions	SA f(%)	A f(%)	UD f(%)	DA f(%)	SDA f(%)	M	SD
1	To achieve normalization good, students with disabilities may be kept in normal institutions for a long time.	100(30)	207(62)	20(6)	5(2)	0(0)	4.21	.62
2	In our country Special Education training is important to make a special child, normal.	110(33)	202(61)	5(2)	15(4)	0(0)	4.23	.69
3	A child with special disorder needs separate schools with special arrangements.	110(33)	202(61)	10(3)	10(3)	0(0)	4.24	.65
4	No other institution but school can provide an effective program for normalization of disabled learners.	95(29)	217(65)	15(5)	5(1)	0(0)	4.21	.59
5	For normalization, handicapped children need acceptable school environment.	75(23)	242(73)	10(3)	5(1)	5(0)	4.17	.54

Table 2 elaborates the results of section-1 (Pragmatic Measures Suggested by Special Education Teachers Regarding Normalization of Diverse Learners) of the questionnaire. This section includes Pragmatic Measures Suggested by Special Education Teachers Regarding Normalization of Diverse Learners. Respondents agreed (92%) that To achieve normalization good, students with disabilities may be kept in normal institutions for a long time with *M* (4.21) & *SD* (.62), agreed (94%) that In our country Special Education training is important to make a special child, normal with *M* (4.23) & *SD* (.69), agreed (94%) that A child with special disorder needs separate schools with special arrangements with *M* (4.24) & *SD* (.65), agreed (94%) that No other institution but school can provide an effective program for normalization of disabled learners with *M* (4.21) & *SD* (.59), agreed (96%) that For normalization, handicapped children need acceptable school environment with *M* (4.17) & *SD* (.54),

Table 3

Frequency Distribution for Pragmatic Measures Suggested by Special Education Teachers Regarding Normalization of Diverse Learners

Sr#	Statements of Questions	SA f(%)	A f(%)	UD f(%)	DA f(%)	SDA f(%)	M	SD
1	Teachers should also treat handicapped children as normal children are treated.	75(23)	202(61)	15(5)	35(10)	0(1)	3.92	.91
2	Disabled children should be taught in regular schools for a few weeks, annually.	85(26)	202(61)	15(5)	30(8)	0(0)	4.03	.81
3	A teacher may study and utilize research studies in the area of normalization of disabled learners.	80(24)	242(73)	10(3)	0(0)	0(0)	4.21	.48
4	Co-curricular activities may play a vital role in the normalization of disabled learners.	100(30)	217(65)	15(5)	0(0)	0(0)	4.26	.53

5	Govt. School teachers can support the teachers dealing with handicapped children, effectively.	85(26)	222(67)	20(6)	5(1)	(0)	4.17	.59
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Table 3 elaborates the results of section-2 (Pragmatic Measures Suggested by Special Education Teachers Regarding Normalization of Diverse Learners) of the questionnaire. This section includes Pragmatic Measures Suggested by Special Education Teachers Regarding Normalization of Diverse Learners. Respondents agreed (84%) that Teachers should also treat handicapped children as normal children are treated with M (3.92) & SD (.91), agreed (87%) that Disabled children should be taught in regular schools for a few weeks, annually with M (4.03) & SD (.81), agreed (97%) that A teacher may study and utilize research studies in the area of normalization of disabled learners with M (4.21) & SD (.48), agree students with d (95%) that Co-curricular activities may play a vital role in the normalization of disabled learners with M (4.26) & SD (.53) and agreed (93%) that Govt. School teachers can support the teachers dealing with handicapped children, effectively with M (4.17) & SD (.59).

Table

Comparison of Opinion of Respondents at the Base of Gender (Independent Sample t-test)

Gender	N	M	SD	df	t	Sig.
Male	85	44.00	2.93	330	6.823	0.000
Female	247	40.83	3.92			

* $P < .05$ Level of Significance

According to the table, there is a significant difference between the opinions of male and female respondents ($N=85$, $M=44.0$, $SD=2.93$, and $N=247$, $M=40.83$, $SD=3.92$), according to t-statistics ($t(330) = 6.823$, $P.05$). on basis of gender of participants. The table shows that, according to t-statistics ($t(330) = 6.823$, $P.05$), there is a significant difference between the opinions of male and female respondents ($N=85$, $M=44.0$, $SD=2.93$, and $N=247$, $M=40.83$, $SD=3.92$).

Table

Comparison of Opinion of Respondents at the Base of Place of Posting (Independent Sample t-test)

Place of posting	N	M	SD	df	t	Sig.
School	172	41.45	4.02	330	-0.901	0.368
Center	160	41.84	3.86			

* $P < .05$ Level of Significance

Table indicates that the experiential information for school ($N=172$, $M=41.45$, $SD=4.02$) and for center ($N=160$, $M=41.84$, $SD=3.86$) with t-statistics ($t(330) = -.901$, $P > .05$) which shows that there is no significant difference in the opinions of respondents on basis of place of posting of participants.

Table

Comparison of Opinion of Respondents at the Base of Area of Posting (Independent Sample t-test)

Area of Posting	N	M	SD	df	t	Sig.
Rural	197	41.09	3.99	330	-3.113	0.002
Urban	135	42.44	3.74			

* $P < .05$ Level of Significance

Table indicates that the experiential information for rural ($N=197$, $M=41.09$, $SD=3.99$) and for urban ($N=135$, $M=42.44$, $SD=3.74$) with t-statistics ($t(330) = -3.113$, $P < .05$) which shows that there is a significant difference in the opinions of respondents based on the participants' posting areas. Observations of respondents based on the areas where participants posted. Opinions of respondents on basis of area of posting of participants.

Table

Age-based comparison of respondents' opinions (One-Way ANOVA).

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	185.494	2	92.747	6.158	.002
Within Groups	4954.852	329	15.060		

* $P < .05$ Level of Significance

Table indicates that the experimental information for Between Groups (Mean s, $df = 2$, Sum of squares = 185.494) Sum of *Square*=92.747) and for with a one-way ANOVA ($F(331) = 6.158$, $P .05$) within Groups (Sum of squares=4954.852, $df=329$, Mean square=15.060), it is determined that there is a significant difference in the opinions. of teachers from Between Groups and Within Groups.

Table

Comparison of Opinion of Respondents at the Base of their Designation (One-Way ANOVA).

Designation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	331.988	4	82.997	5.644	.000
Within Groups	4808.358	327	14.704		
Total	5140.346	331			

**P < .05 Level of Significance*

Table indicates that the empirical information for Between Groups (*Sum of squares*=331.988, $df=4$, *Mean square*=82.997) and for within Groups (*Sum of squares*=4808.358, $df=327$, *Mean square*=14.704) with one way ANOVA ($F(331) = 5.644$, $P < .05$) which leads to the decision that there is a significant difference in the opinions of teachers from Between Groups and Within Groups.

Table

Comparison of Opinion of Respondents at the Base of Qualification (One-Way ANOVA).

Qualification	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	575.158	3	191.719	13.775	.000
Within Groups	4565.188	328	13.918		
Total	5140.346	331			

**P < .05 Level of Significance*

Table indicates that the empirical information for Between Groups (*Sum of squares*=575.158, $df=3$, *Mean square*=191.719) and for Within Groups (*Sum of squares*=4565.188, $df=328$, *Mean square*=13.918) with one way ANOVA ($F(331) = 13.775$, $P < .05$) which leads to the decision that there is a significant difference in the opinions of teachers from Between Groups and Within Groups.

Table

Comparison of Opinion of Respondents at the Base of Division (One-Way ANOVA).

Division	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	651.953	6	108.659	7.868	.000
Within Groups	4488.393	325	13.810		
Total	5140.346	331			

**P > .05 Level of Significance*

Table indicates that the pragmatic information for Between Groups (Sum of squares = 651.953, $df = 6$, Mean square = 108.659) and for Within Groups (Sum of squares = 4488.393, $df = 325$, Mean square = 13.810) with one way ANOVA ($F(331) = 7.868$, $P < .05$) which leads to the decision that there is a significant difference in the opinions of teachers from Between Groups and Within Groups.

Findings & Conclusion

This study was conducted to determine pragmatic measures suggested by special education teachers regarding normalization of diverse learners. Studies have indicated that exposing pragmatic measures that resolve many psychological problems like inferiority complex and social discrimination. It helped to diverse learners to increase their functional skills, take advantage of their strengths, and compensate for their weaknesses. This study will help the special education teachers to resolve many psychological problems like inferiority complex and social discrimination. It will be help full for the special education teacher to enable pragmatic to children to engage in normal, social and familial contacts. It will be helpful for the regular school teacher to treat the pragmatic child with love and respect. The study will bring awareness in society regarding normalization of pragmatic learners. It will be helpful for the parents of special children to treat them like normal children. Results of the current study Findings of the present study highlights the role of the teachers in identification of enable pragmatic to engage children in social context and enhance children confidence level. Findings of the present study helps the parents of students with diverse learners to understand their own role in collaboration with the school staff in arranging and delivering the skills which will, consequently, improve the delivery of social skills with the help of parents. Findings of the present

study is helpful for future researchers to explore the effective teaching strategies for accommodating diverse learners for improving quality of life of the students with diversity needs. It provides them a path to explore the importance of normalization of diverse learners.

Discussion

In addition, studies show that Diverse Learners are children and students of all ages and abilities who come from a number of diverse backgrounds. The purpose of the study was to explore firstly the opinion of specialists in special education regarding characteristics of diverse learners. Secondly analyze the effective teaching strategies for accommodating diverse learners. It is essential to work on the assumption that diverse traits are not always obvious; it is always preferable to anticipate the presence of diversity in the room whenever you engage with any group of learners. Make the most of the chances that your diverse diversity provides you. It is not a problem to be fixed; rather, it is a wealth of information and experience that should be recognized as a strength. To promote student participation and involvement in their educational experiences, inclusive pedagogy and instructional material should include and draw from a number of sociocultural perspectives

The word "diverse learners" refers to a diverse group of people who vary in their abilities, communities, and histories, as well as their methods to learning. Instruction targeted at the "average student" is being phased out in favor of techniques tailored to the needs of each and every kid. Teachers should not depend on a single style of teaching for all of their students; rather, they should use a variety of resources, activities, and assessments to serve all of their students' needs (Cole, 2008).

Recommendations

1. The administration and faculty members of each institution should regularly schedule in-service training.
2. There are mentoring programs in place to help people feel more empowered and more connected to their neighborhoods.
3. Schools and students work together to develop and refine prevention and intervention strategies.
4. The staff builds rapport with families via personal interactions with parents.

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