

Classroom Communication and Placement of the Deaf Child in an Inclusive Class

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ABSTRACT Inclusiveness is an educational reform aiming at redesigning the general education structures to accommodate both able-bodied learners and learners with disabilities. This is a departure from an old practice of training special needs learners in special schools. This new reform however faces some challenges. For instance, placing the deaf schoolchild in an inclusive class with the hearing classmates would require a communication mode that is acceptable to all parties and is also very effective for dispensing classroom instructions. This paper therefore identifies total communication as the functional communication mode considered most appropriate for use in an inclusive class for hearing and nonhearing learners. The paper highlights the qualities of total communication. It also discusses means for enhancing the use of this communication option to facilitate the realization of inclusive education objectives.