

Fikradaha maldahan ee ardeydu ka qabto la barashada fasalka ee ardeyda dib u dhaca leh.

Students' Perceptions of Instruction in Inclusion Classrooms: Implications for Students with Learning Disabilities — Somali version

Casharkani waxuu soo koobayaa daraasado ill'aa iyo 20 ah oo lagu sameeyey in ka badan 4600 ardey oo uu heerkoodu u dhexeeyo dugsi xannaanada il'aa fasalka 12. Todobo boqol iyo lixdan ardaydaa ka mid ah, waxey lahaayeen dib u dhac xagga wax barashada ah. Daraasadahan waxey socdeen 22 sanadood. Waxaa la eegay dhaqanka, fikradda iyo ra'yiga ardeydu ka qabto baraha iyo sida uu wax u baro fasalka ardada guud. Toddobo waxyaabood ayaa la darsay:

- Habka loo qiimeeyo draasada (grading practices),
- Casharka guriga lagu qabto (home work),
- Jadwalka howsha (assignment routines),
- Habraaca Caawimaadda (helping practices),
- Tixraac (instructions),
- Kooxin (grouping), iyo
- La qabsiga (adaptations).

Sida badan, ardeyda naafada leh iyo kuwa caadiga ahba, isku si ayey u wada qiimeeyaan una aaminsanyihiin hababka kala duwan ee macalinka wax u baro. Inta badan, labada dhinac kuwa naafada ah iyo kuwa aan aheyn, waxey doonayaan waxyaabo isku mid ah, sida buuggaagta, howlaha dugsi, casharka guriga lagu qabto iyo sida casharada loo qiimeeyaba. Waxey aaminsanyihiin in taasi tahay mid xaq ah. Hase ahaatee, ardeydu waxey isla gartaan in dadka oo idil isku nooc wax u baran karin ama isku waqti wax ku baran karin. Ardeydu waxey qiimeysaa in qof walba leeyahay si u qaas ah oo uu wax u barto. Gaar ahaan Macalimiinta, waxaa loo arkaa in ay caawinayaan shaqsiyada kala duwan marka ay si:

- tartiib ah u bixiyaan casharka marka loo baahan yahay,
- fasiix ah u sharaxaan micnaha iyo hamiyadda casharka, iyo

- cashar walba oo ay siyaabo kala duwan u baraan si uu qof walba u fahmo.

Habraaca qiimeeynta (Grading Practices)

Ardeyda intooda badan ee draasada ka qeyb qaatay waxey yiraahdeen eexashada qiimeeynta casharada loo eexanayo ardeyda qaarkood waa mid aan xaq aheyn oo waxey abuureysaa kala hadal. Qaarkood waxey yiraahdeen xaq ma aha in ardeyda naafada ah darajada barkeed lagu siiyo su'aalaha ay saxeen, barka kalena lagu darajada lagu siiyo isku deyd ay isku deyeen. Hase ahaatee, waxey ku dhowaan gebigood isku raaceen, in aysan xaq aheyn in darajada guud lagu bixiyaa isku deyd uu ardeyga isku deyey. Waxey isla garteen in darajada baasidda qof walba u sinnaadaa.

Ardeyda oo idil waxey u arkaan buundada ardeygu ka keeno casharka in ay tahay hab lagu ogaado howsha ay qabtaan. Waxey u arkaan qiimeeynta in ay tahay mid laga filayo oo ka mid ah howsha dugsi. Waxey tixgeliyaan in uu jiro hab xaq ah ee casharada isku si loogu qiimeeynayo oo ardeyda oo dhan ka simantahay.

Howsha casharrada guriga lagu qabto (Homework)

Fikradda inta badan la aaminsanyahay waa in ardeyda oo idil la siiyaa howl isku mid ah oo ay guriga ku qabtaan. Dhaqannada macalinku ku dhaqmo ee howsha guriga sahla waxaa ka mid ah in uu:

- 1) howsha bixiyaa marka ugu horeysa uu soo galo fasalka;
- 2) sharaxaa habka loo qabto howsha iyo in uu tusaalooyin bixiyaa;
- 3) u ogolaado ardeyda in ay fasalka gudihii horey ugu bilaabi karaan howsha;



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- 4) howsha u qeybiyaa qeybo yar yar markiiba;
- 5) cawimaad bixiyaa;
- 6) wada xiriiriyaa howsha guriga iyo kuwa ardeydu ku qabaneysa fasalka;
- 7) dib u eegaa howsha marka ardeygu dhameeyo oo uu warbixin ka siiyaa ardeyga; iyo,
- 8) macalinku tixraac howsha guriga lagu qabto oo ay ardeydu raacdo la yimaado bilawga sanad dugsiiyeedka

Habraac howleed (Assignment Routines)

Dhaqannada macalinku ku dhaqmo ee ardeyda u sahli kara howsha guriga waxaa ka mid ah in uu macalinku:

- 1) bixiyo jiheyn cad ee hagaagsan;
- 2) casharadda dib ugu noqdaa;
- 3) ardeyda horey ugu shegaa howsha laga doonayo;
- 4) fasiraa sida howsha loo qabto oo uu tusaalooyin bixiyaa;
- 5) cawimaad bixiyaa marka loo baahdo;
- 6) bixiyaa hamiyad la fahmi kara oo laga leeyahay howsha, faa'iidada ay ardeyda u leedahay, iyo waqtiga laga doonayo in ay ku dhameeyaan.
- 7) fasiraa sida howsha loo qiimeynayo; iyo
- 8) wargelin ka siiyaa ardada horumarka ay howsha ka marayaan.

Labada dhaqan ee loo arka inta badan in ay ardeyda caawisa waxey kala yihiin, in macalinku bixiyo jiheyn cad oo hagaagsan iyo in ay ardeydu dooran kartaa sida ay howsha u qabanayaan. Ardeydu waxey isla garteen in howshu ugu dhib badan tahay marka macalinku bixin jiho wanaagsan, ama ku hadla hadallo is qilaafsan ama uu ka jawaabi waayo su'aalaha ay ka qabaan.

Habraac caawimaad (Helping Practices)

Waxaa ardeyda la weydiiyay qofka ay doonayaan in uu ka caawiyo fasalka iyo sida ay doonayaan in loo caawiyo. Hababka ay inta badan qaderiyaan waxaa ka mid ah:

- 1) caawinaad ay ka helaan macalinka (macalimiinta bara fasallada caadiga ah iyo kuwa bara waxbarashada gaar ahaaneedba)
- 2) cawinaad ay ka helaan ardeyda kale; iyo,
- 3) iyadoo dhexdooda isu qeybiya kooxo yar yar ee is caawiya.

Habraac waxbarasho (Instructional Practices)

Ardeydu waxey u aragtay habraaca ay wax u bartaan in uu yahay mid caawimi kara ama dhibi kara. Marka la eego heer walba ee ardeygu marayo iyo kuwa naafada leh, ardaydu waxey isku raaceen habraaca ugu caawimada badan in uu yahay:

- 1) waqti siyada ah oo ay howsha ku qabtaan la siisyo;
- 2) in ay ardeydu dooran karto habka ay howsha u qabtaan iyo in ay helaan fursad ay ku muujin karaan mu'alafnimadooda;
- 3) in loo sharaxo casharada si taxadir leh;
- 4) in laga caawiyo xisaabta iyo akhriska;
- 5) in la siiyo fursad ay iyaga dhexdooda ku macaamiltamaan; iyo,
- 6) in la abaabulo howlo xayid ah oo ay ka kheyb qaataan.

Kooxeen (Grouping)

Ardeydu waxey jecelyihiin oo ay doortaan in ay si koox ah ama laba qof ah u wada shaqeeyaan. Ardeyda inta badan waxey jecelyihiin in dadka kooxda ka kooban is bedelayo. Ardeyda d'adoodu yartahay, waxey jecelyihiin in iyagu kooxda doortaan, kuwa d'adoodu weyntahay (sida dugsiga sare) waxey jecelyihiin in macaliku dooro kooxda.

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La qabsi (Adaptations)

Daraasadani waxaa la is weydiiyey in la qabsigu yahay fikrad wanaagsan. Su'aalaha oo xoogga la saaray in ardeydu jeclaan laheyd la qabsiyada qaaska ah qaarkood. La qabsigu waa marka wax ama cashar sidii hore uu u qornaa laga bedelo si uu habka cusub ula qabsado. Ardeyda intooda badan waxey u arkeen in la qabsigu yahay fikrad aad u wanaagsan. Waxey kaloo u arkeen in macalimiintu aad u isticmaalin la qabsiga. La qabsiga loo arkay in uu ardeyda aad u caawiyo waxaa ka mid ah kuwa kutubadda fahamkoodu adagyahay la dhalan roga si ay ardeydu u fahamto.

Soo gaba gabeyn (Summary)

Natiijada ka soo baxday baaristani waa mid aad u khuseysa waxbarashada fasalka ee maanta. Ardey aad u badan oo naafa leh ayaa fasalka ama manaahijta wax kula barta ardeyda caadiga ah. Sidaa daraadeed, horumar siyaado oo eysan hore u gaari jirin ayeey xagga wax barashada ka gaarayaan.

Ardeyda ka qeyb qaadatay baaristan ma aaminsana in la qabsiga ama dhalan roga casharada ee loo sameynayo ardeyda qaarkood tahay mid fikrad xun ah ama xaq darro ah. Intooda badan waxey u arkeen in taasi tahay mid ardeyda oo idil ka faa'iideysan karta. Habka ardeyda intooda badan xormeeeyeen waa hab walba oo lagu qiyaaso in uu yahay kan ugu wanaagsan ee ardeydu wax u baran karta. Tani waa mid ay ardeyda naafada ah iyo kuwa caadiga ahba isku raaceen.

For More Information

Klingner, J.K. & Vaughn, S. (1999). Students' perceptions of instruction in inclusion classrooms: Implications for students with learning disabilities. *Exceptional Children*, 66 (1), 23-37.