

The paper "The Least Restrictive Environment" is a perfect example of an education literature review. I agree with Rueda for the fact that people with disabilities are valued members of society and as such enjoy the same rights. According to Vygotsky, we have to look for the positive aspects, abilities, and characteristics from the viewpoint of strengths and not weaknesses if we are to lend support to individuals with educational disabilities. Inclusion is an approach we could use by making it a way of life to build meaningful relationships with rich experiences between the individual, their family, school and community in which they live, in order to enable them to lead a better quality of life. The Least Restrictive Environment also referred to as a regular classroom means that the various public agencies should ensure that the student with an educational disability should be made to study with children who do not have any disability. In order to achieve these goals, teaching for such students should be individualized by making use of supplementary aids and services. According to Rueda (2000), LRE could be implemented by interacting with the students in a specific activity setting instead of a physical setting to determine the needs and interests of such students. Rogoff (1995) states that in order to make such an assessment we have to get a complete account of students abilities and capabilities. This examination comprises of three levels which are 1) The personal plane which includes the values, beliefs, emotion, behavior, and cognition. 2) The interpersonal plane which includes cooperation and communication, dialogue, conflict, and performance. 3) The institutional plane which includes shared history, language, and identities. Language is the prime media through which all these planes are defined and connected. Rogoff is of the opinion that a social-cultural approach is the best way to go because it comprises of all these key elements which are crucial to the learning and development of children with educational disabilities. According to social-cultural theorists, the characteristics of the child have to be taken into consideration when choosing the right activity. Moreover, it is very important that such students are exposed to a wide variety of social situations which includes a lot of interactions between their peers, teachers and family members, in order for it to become a rich learning experience. According to Cole (1999), the body of students cannot be segregated into regular and special, but on the other hand, it should be considered as one without any discriminatory factors. Vygotsky is of the opinion that if because of the child's disability, the part of learning and development diverges from what is regular or normal, then the disabled child is socially deprived and may worsen the situation. Since the goal of education lies in preparing individuals to be active members in society, segregating them will not serve any purpose. On the other hand, making them take an active part in different activities at home, at school and the community would help them gain a sense of belonging and solidarity and encourage them to tide over their disabilities through the different experiences. I fully agree with Rueda in providing children with an inclusive education based on their strengths instead of their weaknesses, so that they grow up to be normal individuals and contribute effectively to the society in which they live.