A Logic Model Conceptualizes the Initiative of Applying for an Inclusive Education Program

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Abstract

Using a logic model can be very helpful in developing social projects that can achieve desired goals for social work planners. In this article, the author emphasizes the importance of using logical programs to help social workers achieve positive changes and desired outcomes. The article illustrates how social planners can translate the logical model process into a practical application that serves the needs of communities. The goal of this project is to increase knowledge and understanding of the educational rights of children with disabilities within the community. The article explains how social planners can use the logical model process to create a practical application that meets the needs of communities. The project aims to increase awareness and understanding of the educational rights of children with disabilities in the community. This proposal outlines the steps necessary to achieve inclusive educational program objectives using a plan's resources (inputs), activities, outputs, and outcomes. To change parents' attitudes toward integrating children with disabilities into mainstream education, five elements will be implemented, including discussions, workshops, presentations, and technology activities. Implementing these elements will help parents be more open-minded about integrating children with disabilities into mainstream classrooms. The article aims to teach social work students how to expand their understanding and assumptions of a logical model and apply them to their practice to bring positive changes to vulnerable populations. The author also wants his audience to consider the model's four main processes when planning social programs to achieve desired outcomes.

1. Introduction

A logical model is a road map that conceptualizes developing a program that makes positive changes or evaluating an existing program for effective intervention (if needed). A logical model is built on a sequence of logical steps to achieve the desired result (Stegemann & Jaciw, 2018; Savaya & Waysman, 2008). It works as a package of processes needed to solve a specific problem in a particular context. Essentially, it serves as a structured framework that outlines sequences of actions' steps that lead to obtaining the desired outcome. The model helps social planners identify resources necessary for change and translate them into different activities to achieve the desired outcomes. This can be done by implementing plans with short-, medium- and long-term goals (Greenfield et al., 2006).

The objective of the study is to design a program that will create a logical model promoting positive attitudes toward integrating children with disabilities into mainstream schools. The program aims to improve individual educational experiences and foster a culture of acceptance and understanding among peers, communities, and society. The study outlines the steps required to create such a program, while also raising awareness among community members about the educational rights of children with disabilities. Furthermore, the study aims to educate social work students on how to use logical model programs to bring about constructive changes for vulnerable populations.

Social work planners can use logical models to help them avoid unanticipated pitfalls when implementing their plans. Unexpected problems might cause those difficulties; for example, problems might occur because of random social, economic, or environmental issues. If ignored, those issues may pose challenges and negatively impact the program's objectives (Conrad, 2008; Alter & Murty, 1997).

Social work planners use their education, skills, and expertise to plan projects in accordance with state welfare policies. That would support delivering social services needed by the community (Patel & Hochfeld, 2012). For example, social workers use a logic model to develop programs that provide social services to vulnerable populations, such as children with special needs, and track the impact of these services on their lifestyles. It can also raise awareness among community members about children with disabilities' educational rights and access to educational services without discrimination. Using a logical model program enables planners to make a logical connection between what they have of resources and what they need to use and how to implement them through developing activities to get what the program planners want from all these processes (Alter & Murty, 1997).

This paper demonstrates the steps involved in developing a logical model program. The program mainly aims to improve people's attitudes toward integrating children with disabilities into mainstream schools. The proposal outlines the necessary steps to achieve this goal, including raising awareness and providing adequate resources. It also sets a timeline for implementing the inclusion program and establishes metrics to track its progress.

The author suggested a social program that would help integrate children with disabilities into mainstream schools by systematically tracing each step from input to output (Goeschel et al., 2012). The author asserts that a logical model is a rubric criterion with four essential elements: Inputs, Activities, Outputs, and Results (outcomes). The elements of this model save planners time, effort, and money. In addition, it prevents them from getting distracted and confused with other planned objectives of the agency. Thus, applying a logical model needs to utilize techniques of the quantitative research approach to ensure the project's success. These techniques involve identifying the issue, background knowledge about the problem, the purpose of the wanted changes, or evaluation of the existing social program, as well as data collection and data analysis, then presenting the outcome. Using the logical model, social workers should consider the essential elements for program success: resources, activities, outputs, and outcomes (McLaughlin & Jordan, 2015).

2. A Logical Model's Application Techniques

This section identifies essential resources for program success using a logical model.

2.1. Identify Resources

Identifying a problem is the first step of a logical model. We should determine the reason for solving the issue, the importance of resolving it, and the positive changes we can make to achieve the desired result. Then, we need to list the resources required for the project to ensure its success. These resources may include stakeholders, finances, knowledge, experience, and community resources. In a logical model, all these elements work together as a team to create the desired outcome.

In addition, it is essential to identify committee responsibilities and stakeholders in order to work within the parameters of the plan. Assume, for example, that we need to change parents' attitudes regarding integrating children with disabilities into mainstream education. For this case, the developers need to visualize the requirements for developing a program that meets the intended goals and the type of methods that would be used to manage the evaluation.

This would be accomplished by asking ourselves questions that assist us in identifying the desired changes as planners; these questions include what the issue is, why it is a concern, what changes or assessments are expected, what is the purpose of the program, where the program will be implemented, who the target population will be, and what is our understanding of the policy-scientific approach. It is also important to have background knowledge and a literature review in the field of education, identification of stakeholders, and identification of concerns regarding the issue. Understand the regulations and laws affecting the issue, stakeholder participation in the program, the sources of financial funding, and the community resources required to support the program (Frechtling, 2007; McLaughlin & Jordan, 2015).

2.2. Human Resources

Regarding human resources, various stakeholders should be included in this program who play a crucial role in integrating children with disabilities into mainstream programs. Some of these stakeholders include:

• Parents of children with disabilities, as well as parents who are interested in the integration of children with disabilities into mainstream education.

• Activists who advocate for the educational rights of children with disabilities.

• Representatives of the Ministry of Education and policymakers in the field of education.

• Curriculum designers and educational program planners.

• Local schoolteachers and education department heads.

• School social workers.

• Pediatricians and psychologists in the local area.

• Coordinators of educational programs responsible for linking educational processes with community resources.

2.3. Financial Support

Financial support can be obtained from various sources, such as fundraising, government assistance, and school participation. These funds can be utilized to support activities outlined in the logic model program, which aims to integrate children with disabilities into mainstream education. For instance, the money can be used to publish educational handbooks for stakeholders, purchase classroom supplies to assist disabled students in participating in classroom activities and organize awareness campaigns for classroom teachers. It is essential to plan and allocate budgets in advance for these requirements, including annual training sessions for teachers, administrators, and staff on how to include children with disabilities in mainstream education effectively. Additionally, a budget should be allocated for technology subscriptions and usage in the classroom.

3. Transforming Program Resources into Actions: Implementation Strategies

This section will provide a clear and concise understanding of how program resources are effectively transformed into actionable activities to accomplish program goals.

3.1. Identify Activities

The second step in implementing a logical model is to turn the program resources into action and practical activities. The program activities should be planned rationally, with specific tasks and goals that are connected and lead to the final goal. Every activity should be broken down into smaller subtasks in order to facilitate stakeholders' engagement and commitment to the program's goals. As an example of program activities designed to change parents' attitudes toward integrating children with disabilities into mainstream education, the following activities might be included: Discussion meetings, Workshop training, Delivering presentations, and Technology activities (Kekahio et al., 2014).

3.2. Discussion Meetings

The stakeholders' meetings' activity builds a foundation for the willingness to make positive changes. Stakeholders would meet four to five times over the following months. The meeting takes place twice a month for four hours. The sessions include stakeholders who benefit from the change and who supervise the change (program committee). Stakeholders discuss what is happening and what the challenges are, plan for positive change, and address the issue. Discussion meetings provide insights on the practical steps they should focus on to make positive changes by identifying effective channels that assume they have a beneficial impact on creating positive change and serving project goals. According to Stroch (2015), when people conceptualize the wanted positive changes to improve the current social situation, they will find solutions for their problems on both the individual and collective levels.

The output of this activity for the short term is that stakeholders learn about children with disabilities' needs and discuss challenges encountered by children and their parents during the transition of children into mainstream schools. Holding stakeholders' meetups helps members exchange their experiences about their ways of interacting with their children with disabilities. In addition, discussion meetings open an opportunity for stakeholders to learn more about types of services that assist children with disabilities to be integrated into mainstream schools with fewer challenges. In the long term, these discussion meetups will collectively raise the attention given to children's rights on the official and community levels to encourage the government to take serious steps to support the program financially and legally. In addition, those meetings will help stakeholders learn about the importance of advocating for children with disabilities' educational rights and help them to be less dependent on others. Moreover, they would be creative in developing strategies that help identify and prioritize the transitional needs and be creative in facilitating services and overcoming social barriers.

3.3. Workshop Training

Workshop training provides activities to convey information that helps stakeholder, especially parents to support their disabled children's rights in integrating into mainstream education and help them to become good advocators for their disabled children's rights. The workshop training could take place every three months for two days for 90 minutes a day.

As a result of this activity, short-term parents have the opportunity to meet face-to-face and learn directly from skilled teachers how to support their disabled children through a variety of activities. In addition, exercises help parents to learn from

each other by motivating them to discuss the objective behind doing certain activities through discussion questions like "so what" and "now what" (Silberman & Biech, 2015). The activity encourages parents to share their ideas during learning and opens their eyes to learn well by doing some activities that promote their involvement in supporting their disabled children in the process of integrating them into mainstream social life (Jewell, 2023). The workshop training will be measured by providing tasks and instructions to parents about disabled individuals' everyday life communications. In the long term, the outcome of workshop activities, stakeholders will voluntarily provide feedback and reflection on what they have learned, and the skills obtained from those workshops. Additionally, they will participate in workshop materials that need more attention for advocating for the educational rights of children with disabilities. The skills and knowledge that provided for stakeholders in workshops will encourage them to participate in national and international conferences to cope with up-to-date information and recent research on integrating disabled children and unifying local efforts with an international vision.

3.4. Delivering Presentations

Presentation topics need to be included various materials about disabilities and people with disabilities' educational rights. The presentations would raise awareness and provide knowledge about the transition process for integrating children with children into regular classrooms. Those types of presentations educate stakeholders about understand children with disabilities behaviors and associated deviant behaviors that might emerge during the transitional process of integrating them into regular classes. Presentation topics focus on providing guidance for dealing with children with behavioral issues that may manifest as rejection, isolation, and fear of integrating with non-disabled students. Further, giving presentations enhances the audience's understanding of the topic's materials, particularly when accompanied by PowerPoint and videos that illustrate the integration of disabilities into mainstream education and accessibility to educational services through the stories and experiences of children with disabilities and their parents. By doing so, the presenter will save time and give the main points of the lessons clearly and concisely. This presentation makes it easy for parents to understand the topic and allows them to identify a clear summary at the end of the presentation (Susskind, 2004). In addition, presentations allow both presenters and parents to review the main ideas of the topics' materials quickly, and share their opinions and concerns (Lari, 2014).

The output of providing presentations is that it helps parents meet together to share their learning about the needs of disabled children. Stakeholders will learn skills and strategies to help work with children with disabilities to transition smoothly into mainstream schools.

In the long run, parents will take this knowledge and translate it into practice, simplifying their work in helping children with disabilities transition into mainstream schools. Parents will value their participation in these presentations and see them as a supportive resource to help them advocate for the educational rights of children with disabilities at different levels within and outside the community (Silberman & Biech, 2015).

3.5. Technology Activities

It is important for the program to use technology to connect parents' activities with social media to share success stories about the transition of disabled children to normal classrooms. As part of the program, parents will have the opportunity to attend online classes in order to learn about the challenges they may encounter during the transition process.

Participants may also establish a blog as part of the program to advocate for the educational rights of children with disabilities. The rationale behind social media is that parents can publish materials to serve the program's objectives through social media. They can connect easily and participate in activities designed to expand information for greater support and participation (Morris, 2018).

The output of using technology, stakeholders are able to establish online classes so that parents can participate more conveniently. This would increase their participation in online courses and their interest in learning about disability rights and the transition to mainstream schools. As part of the online classes, the school curriculum will simplify the materials about the needs, rights, challenges, and support of disabled children, as well as the curriculum will be available for parents to assist their children and educate themselves about disabled behaviors and life communication. Furthermore, they will be able to perform online activities at a time that is convenient for them (Heap, 2017).

In the long run, this activity will result in more people volunteering to defend disabled children's rights in education and sharing their experiences on a large scale. In Sampson's (2012) collective theory, people take action together to achieve a common goal, making them responsible for fighting negative behaviors for the public good (Sampson, 2012). Thus, when people use social media to raise societal awareness about disabled people's educational rights, the stigma associated with the parents' negative attitudes toward disabled children will increase, causing parents to feel shame, guilt, and social rejection. The feelings of social rejection will work as a correction tool for those parents to change their attitudes and act in favor of positive actions toward disabled children (Siegel & Solomon, 2017).

4. Conclusion

The paper covered the process of applying a logic model to the inclusion of children with disabilities in mainstream schools. The author addressed the importance for social work planners to consider using a logical model in their practices when they plan for positive changes. The article depicted the elements of logical model that included input, activities, output, and outcome to raise parents' awareness to change their negative attitudes toward children with disabilities education to reach the ultimate goal accepting and open their minds on integrating their disabled children into mainstream schools. The author emphasized to identify the project resources that covered human resources, and financial support. Also, the author addressed the project

activities: Discussion meetings, workshop training, delivering presentations, and technology activities to achieve the desired objectives.

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