



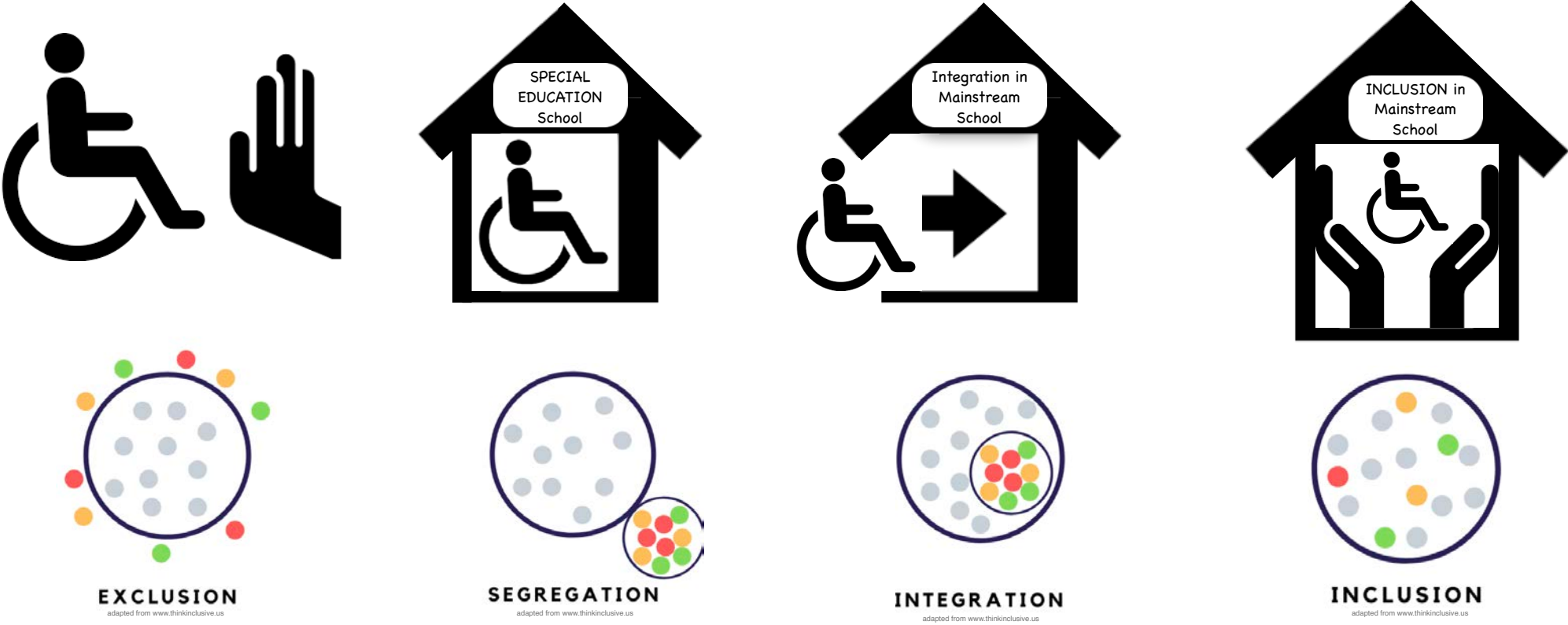
Development of inclusion of students with disabilities in mainstream education

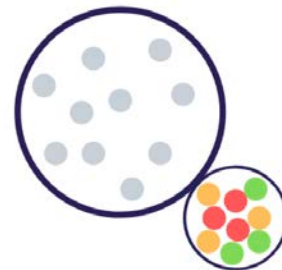
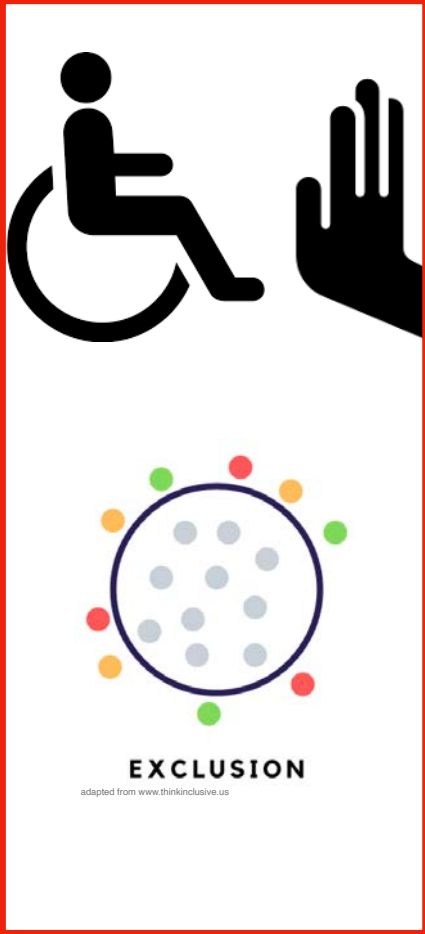
Project 617443 CBHE-JP coordinator
Prof. Gracienne Lauwers

<http://edulaweu.eu>



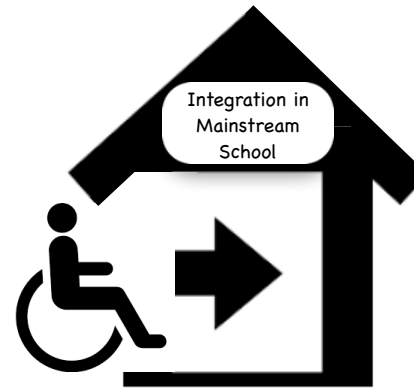
Historical perspectives informing the development of educational provision for students with special needs





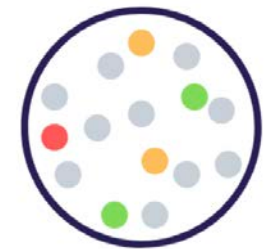
SEGREGATION

adapted from www.thinkinclusive.us



INTEGRATION

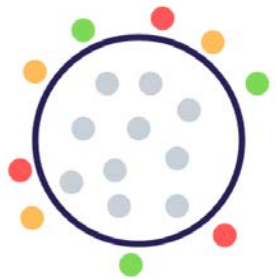
adapted from www.thinkinclusive.us



INCLUSION

adapted from www.thinkinclusive.us

Exclusion



EXCLUSION



©sutori

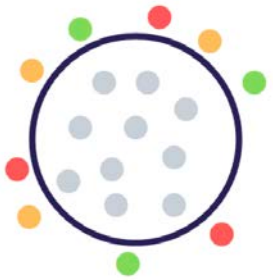


©www.naccho.org

Excluded from educational provision



Enlightenment and Reform in Eighteenth-century Europe

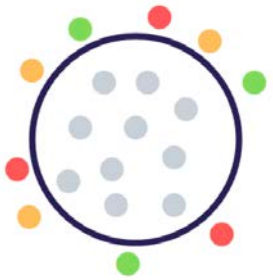


EXCLUSION

Excluded from educational provision



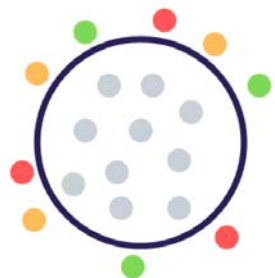
Enlightenment and
Reform in
Eighteenth-century
Europe



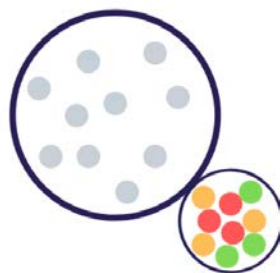
EXCLUSION



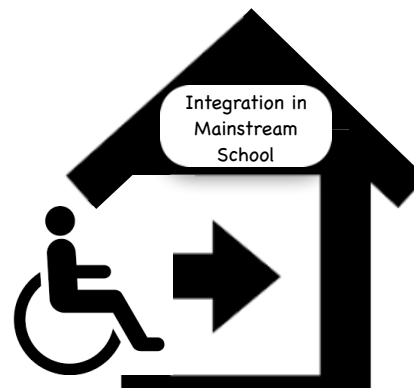
adapted from shutterstock.com



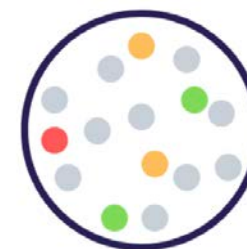
EXCLUSION
adapted from www.thinkinclusive.us



SEGREGATION
adapted from www.thinkinclusive.us

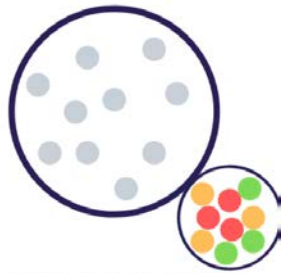


INTEGRATION
adapted from www.thinkinclusive.us



INCLUSION
adapted from www.thinkinclusive.us

Segregated educational provision



SEGREGATION



Louis Braille changed and paved the way for the blind community in the 1800s. He was hurt by an awl at three years old causing his blindness. Louis Braille was sent to the Paris Blind School as a child. In 1817 he invented the Braille raised alphabet system that we know today.

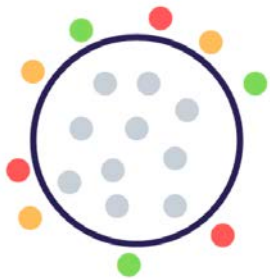
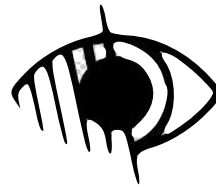
©sutori



Perkins School for the Blind 1829

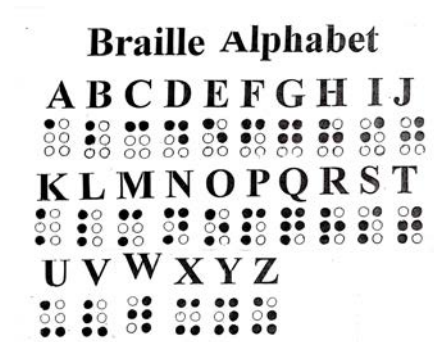
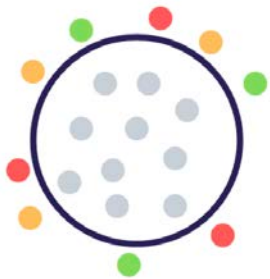
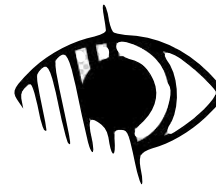
©perkins.org

Segregated educational provision

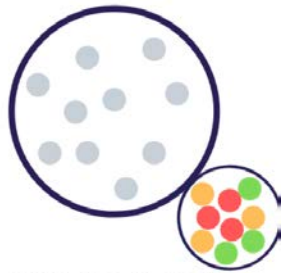


EXCLUSION

Segregated educational provision



Segregated educational provision

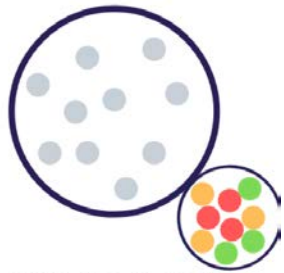


SEGREGATION



©historicengland.org.uk

Segregated educational provision



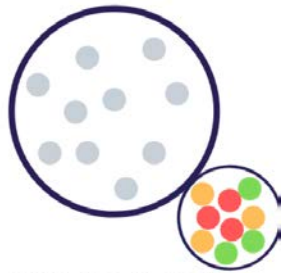
SEGREGATION



Segregated educational provision



©wikipedia

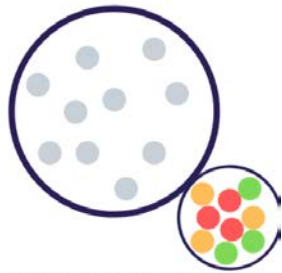


SEGREGATION



NORMALIZATION THEORY

Segregated educational provision



SEGREGATION

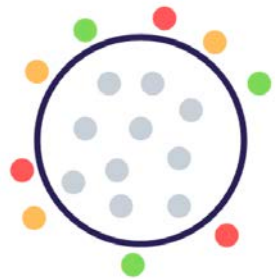


©wikipedia

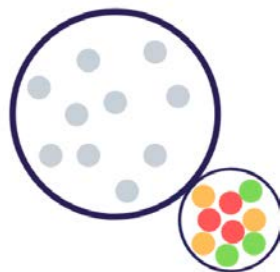


©ChicagoReporter

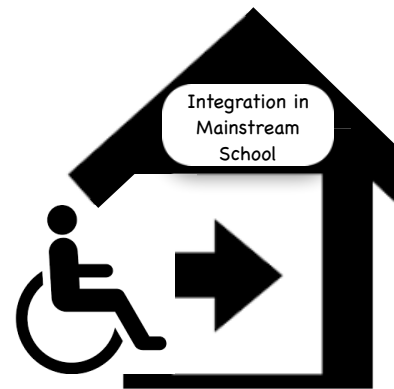




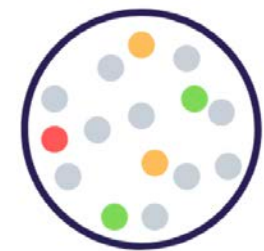
EXCLUSION
adapted from www.thinkinclusive.us



SEGREGATION
adapted from www.thinkinclusive.us

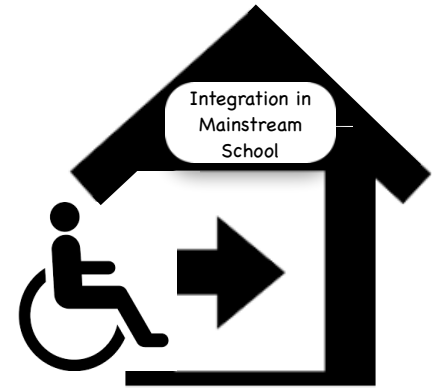


INTEGRATION
adapted from www.thinkinclusive.us



INCLUSION
adapted from www.thinkinclusive.us

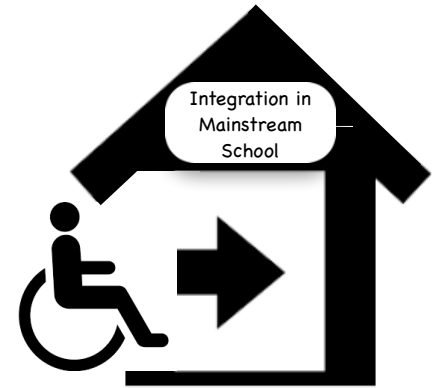
Educational integration



INTEGRATION



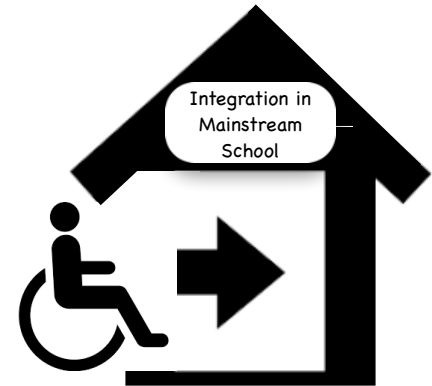
Educational integration



INTEGRATION



Educational integration



INTEGRATION

PUBLIC LAW 94-142—NOV. 29, 1975

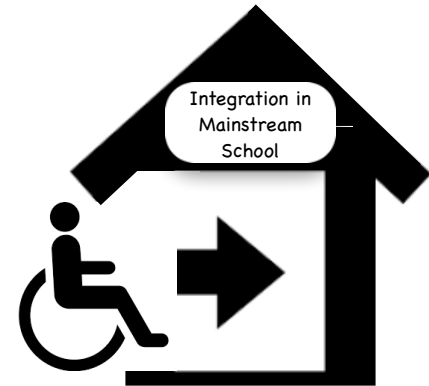
Public Law 94-142
94th Congress

An Act

To amend the Education of the Handicapped Act to provide educational assistance to all handicapped children, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Education for All Handicapped Children Act of 1975".

Educational integration



INTEGRATION

PUBLIC LAW 94-142—NOV. 29, 1975

Public Law 94-142
94th Congress

An Act

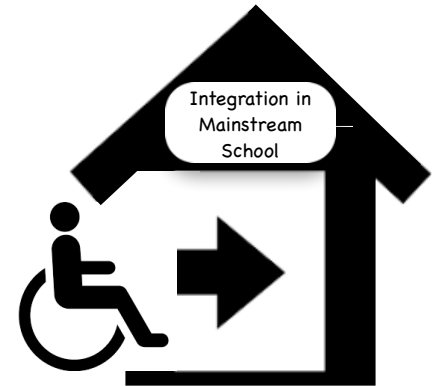
To amend the Education of the Handicapped Act to provide educational assistance to all handicapped children, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Education for All Handicapped Children Act of 1975".

(4) For purposes of this subsection:

(A) The term "children with specific learning disabilities" means those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or environmental, cultural, or economic disadvantage.

Educational integration



INTEGRATION

PUBLIC LAW 94-142—NOV. 29, 1975

Public Law 94-142 94th Congress

An Act

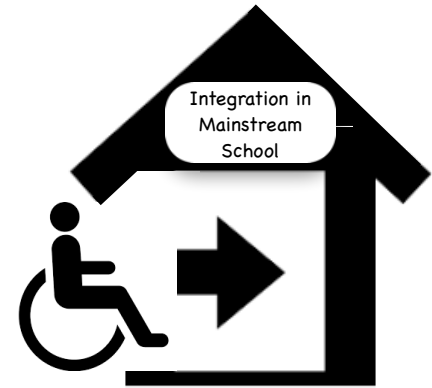
To amend the Education of the Handicapped Act to provide educational assistance to all handicapped children, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Education for All Handicapped Children Act of 1975".

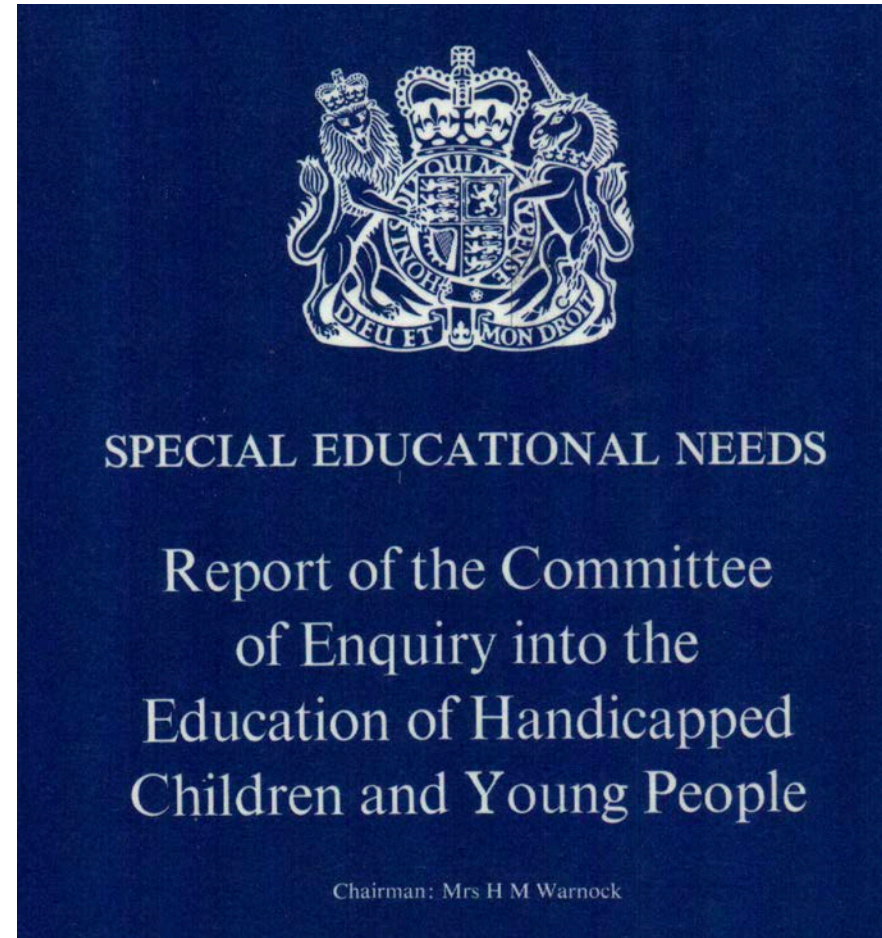
“(2) The Commissioner shall include in each such report—

“(A) an analysis and evaluation of the effectiveness of procedures undertaken by each State educational agency, local educational agency, and intermediate educational unit to assure that handicapped children receive special education and related services in the least restrictive environment commensurate with their needs and to improve programs of instruction for handicapped children in day or residential facilities;

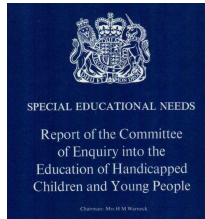
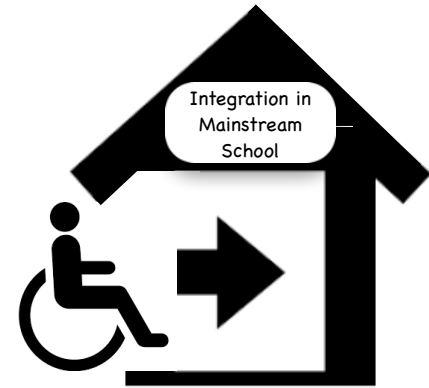
Educational integration



INTEGRATION



Educational integration



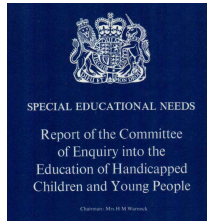
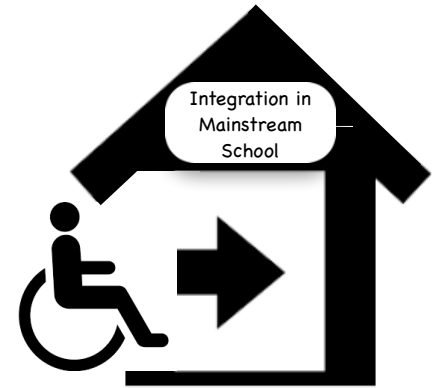
I RANGE OF SPECIAL EDUCATIONAL NEEDS

6.2 The idea of a continuum of special educational need is a concept which, though crude, is serviceable in conveying the idea of a spread of children's special needs, in contrast with the traditional system of discrete categories of disability. In practice, however, individual needs are extremely variable in their intensity and composition. A particular disability varies widely in its severity from child to child and is often complicated by interaction with other handicapping conditions. Thus a child with, say, impaired vision may additionally suffer to any degree from emotional disturbance or have additional learning difficulties. It is this kind of complexity which necessitates a variety of different kinds and degrees of specialist intervention. We see special education as a particular response to the complex needs of an individual child which have been assessed by the appropriate professionals.



INTEGRATION

Educational integration

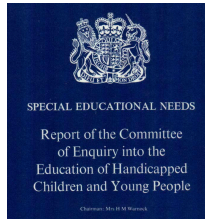
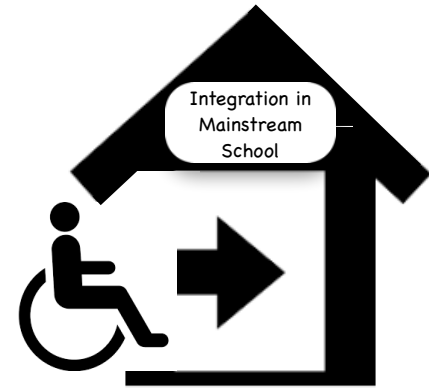


Moreover, labels tend to stick, and children diagnosed as ESN(M) or maladjusted can be stigmatised unnecessarily for the whole of their school careers and beyond. More important, categorisation promotes confusion between a child's disability and the form of special education he needs. '



INTEGRATION

Educational integration

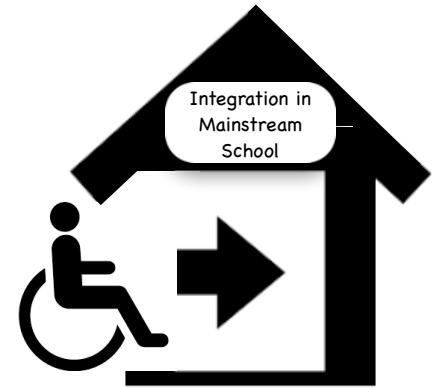


We hope that the broader concept of special education and the formulation of children's individual needs which we are advocating, together with the abolition of categories of handicap, will eliminate harmful associations of this kind.



INTEGRATION

Educational integration



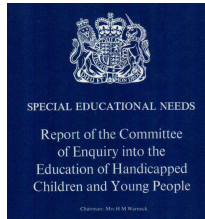
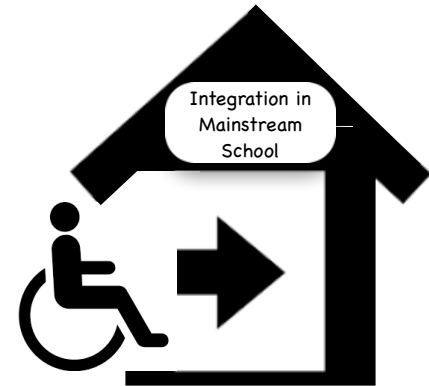
INTEGRATION



SPECIAL EDUCATIONAL NEEDS
**Report of the Committee of
Enquiry into the Education of
Handicapped Children and
Young People**

Chairman: Mrs H M Warnock

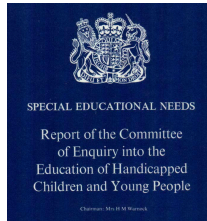
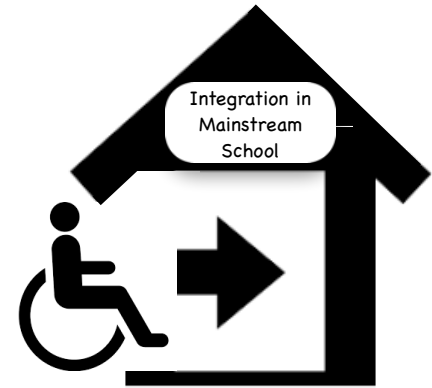
Educational integration



INTEGRATION

6.9 Our conclusion that up to one in five children are likely to require special educational provision at some time during their school career means that the majority of children with special educational needs will have to be not only identified but also helped within the ordinary school. As part of the range of special educational provision which we are advocating, therefore, a number of different forms of such provision will be required in ordinary schools. Where a child's need for special means of access to the curriculum can be met through, say, special equipment such as a hearing aid, or the provision of ramps to classrooms, it may be possible for him, depending on the severity of his disorder, to continue his education full-time in an ordinary class with any necessary support. Where, however, a child requires a modified curriculum, specialist teaching techniques or the more intimate atmosphere of smaller teaching groups, some of his education will probably need to take place away from the ordinary class in a special class or other supporting base. If a child requires intensive specialist support for most of the time, he may need to receive most, if not all, of his lessons in a special class. Within each different form of special educational provision there should be scope for variety and flexibility in the way in which individual needs are met.

Educational integration



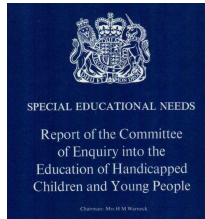
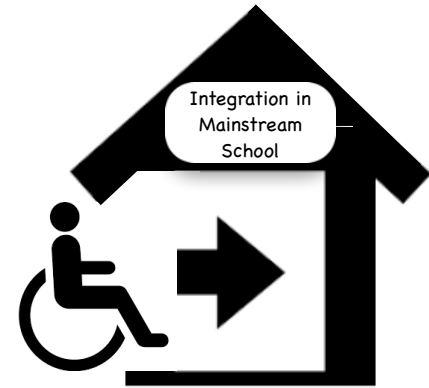
CONCLUSION

The range of provision needs to be extensive and flexible, to match as nearly as possible the extremely varied and changing needs of individual children. It should embrace different forms of provision in ordinary schools, as well as separate provision in special schools and other institutions.



INTEGRATION

Educational integration



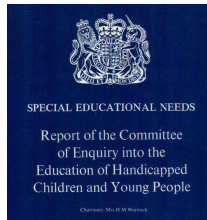
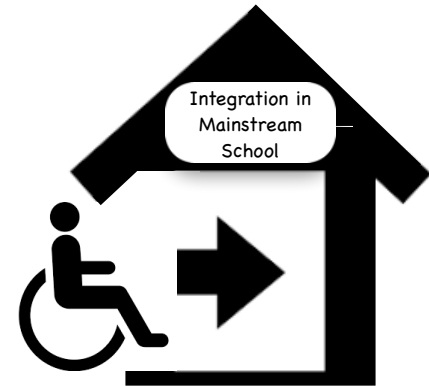
INTEGRATION

6.10 At the same time, we are entirely convinced that special schools will continue to be needed, particularly for the following three groups of children:

- (i) those with severe or complex physical, sensory or intellectual disabilities who require special facilities, teaching methods or expertise that it would be impracticable to provide in ordinary schools;
- (ii) those with severe emotional or behavioural disorders who have very great difficulty in forming relationships with others or whose behaviour is so extreme or unpredictable that it causes severe disruption in an ordinary school or inhibits the educational progress of other children; and
- (iii) those with less severe disabilities, often in combination, who despite special help do not perform well in an ordinary school and are more likely to thrive in the more intimate communal and educational setting of a special school.

Educational integration

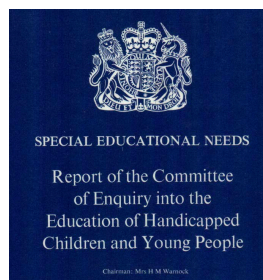
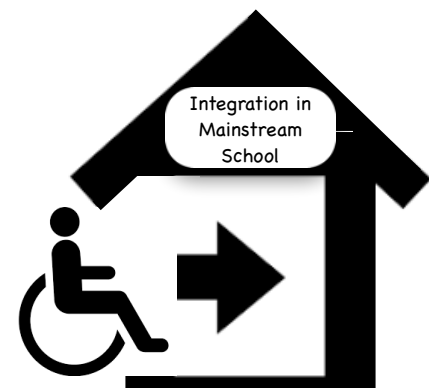
I THE DIFFERENT FORMS OF INTEGRATION



INTEGRATION

7.61 Our report envisages a considerable improvement in special educational provision in ordinary schools to meet the needs of a significant proportion of their pupils who are likely to require such provision, including those often regarded at present as requiring “remedial” education. We also expect an increasing proportion of the children who at present receive separate special education to be educated in ordinary schools. If all this is to be successfully achieved, a great deal of planning and determination will be required. We believe that the conditions identified in this chapter, particularly (i) special training for teachers with responsibilities for children with special needs, (ii) sustained support at a high level from the various services and (iii) suitable facilities, must all be fulfilled if special educational provision on the scale envisaged is effectively to meet the wide range of needs presented.

Developing integrated educational provision



INTEGRATION

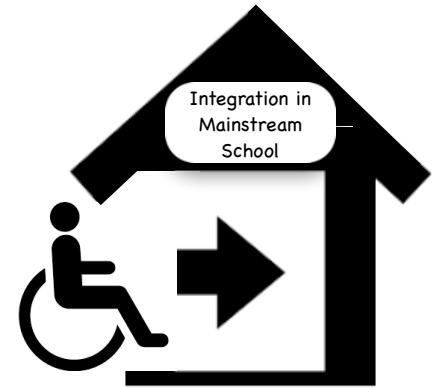
6.11 Although it is not exhaustive, the following list of different types of provision gives an indication of the range which we believe will be needed in future for children with special educational needs. Each of these types of provision is considered further in the course of the following two chapters.

- (i) full-time education in an ordinary class with any necessary help and support;
- (ii) education in an ordinary class with periods of withdrawal to a special class or unit or other supporting base;
- (iii) education to a special class or unit with periods of attendance at an ordinary class and full involvement in the general community life and extra-curricular activities of the ordinary school;
- (iv) full-time education in a special class or unit with social contact with the main school;
- (v) education in a special school, day or residential, with some shared lessons with a neighbouring ordinary school;
- (vi) full-time education in a day special school with social contact with an ordinary school;
- (vii) full-time education in a residential special school with social contact with an ordinary school;
- (viii) short-term education in hospitals or other establishments;
- (ix) long-term education to hospitals or other establishments; and
- (x) home tuition.

6.12 It is an essential feature of the range of provision described above that there should be the closest possible relation between ordinary and special classes or units and between ordinary and special schools. In both cases very

careful planning is required. The organisation of ordinary schools to which special classes are attached must be such as to ensure that the children in the special classes have maximum opportunity to participate in the activities of the rest of the school.

Educational integration



INTEGRATION



EQUALITY

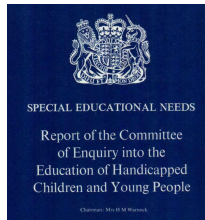
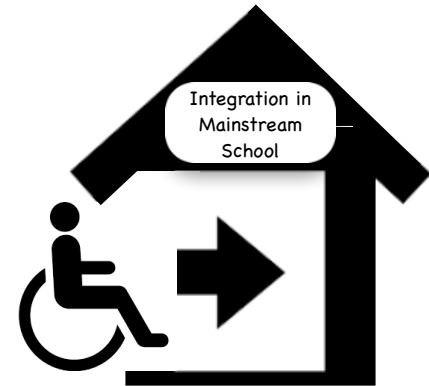


EQUITY

Educational integration

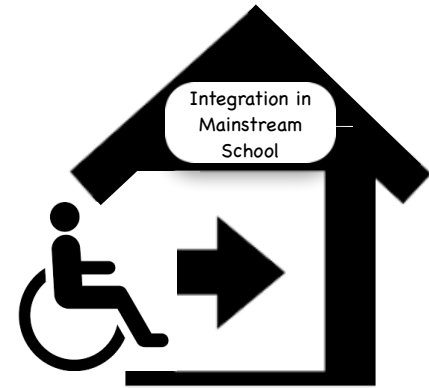
I THE DIFFERENT FORMS OF INTEGRATION

7.10 The concept of these three characteristic forms of integration — locational, social and functional — sharpens discussion of its meaning. Each element of the triad has a separate validity, although the functional element is perhaps uppermost in most people's minds when they speak of integration. Together these elements provide a framework for the planning and organisation of new arrangements for the education of children with special educational needs jointly

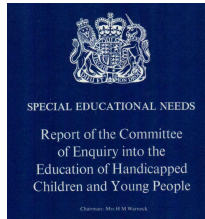


INTEGRATION

Educational integration



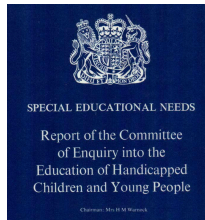
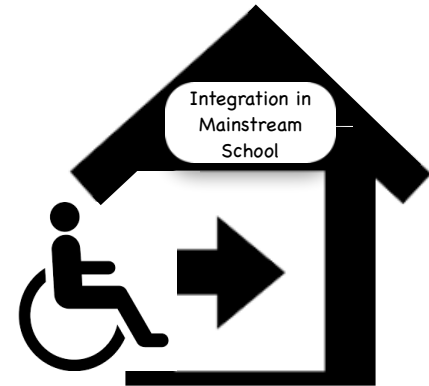
INTEGRATION



7.7 The first form of integration relates to the physical LOCATION of special educational provision. Locational integration exists where special units or classes are set up in ordinary schools. It also exists where a special school and an ordinary school share the same site. It may be the most tenuous form of association, especially if contact with other children is not carefully organised. Even so it can bring worth-while gains. In the case of children attending special units or

classes, their parents may be encouraged by the mere fact that their children attend an ordinary school; it is good that a child with a disability or significant difficulty should be able to attend the same school as his brothers or sisters of like age; moreover there is opportunity for children in the ordinary classes to be aware of children with special needs, and for children with disabilities to observe the behaviour of their contemporaries. These outcomes can be promoted by careful planning of the disposition of ordinary and special accommodation. In Sweden, where it is often claimed that the integration of even severely handicapped children has been widely achieved, the form which it takes is, in many cases, mainly locational, as those of us who visited that country observed. Some of the special classes are effectively separated from the rest of the school in all respects; those which are imaginatively planned and organised, however, offer handicapped and non-handicapped children the opportunity of familiarising themselves with the other, and they represent a first stage towards full integration. These benefits can also accrue when a special school is on the same site as an ordinary school.

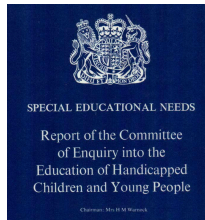
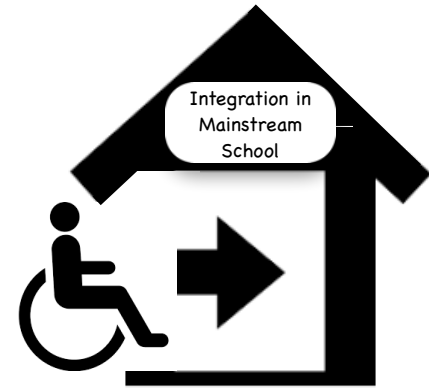
Educational integration



INTEGRATION

7.8 The second form of integration which we have identified relates to its SOCIAL aspect, where children attending a special class or unit eat, play and consort with other children, and possibly share organised out-of-classroom activities with them. Social interchange of this kind between children with special needs and others in the same school, or on the same campus, will have a different significance at different ages. Young children are generally able to accept individual differences more readily and more naturally than older children, whose growing self-consciousness and conformity to group behaviour can often inhibit the development of easy relationships with others outside their chosen circle. It is therefore important that social interchange should begin at as early an age as possible, and so be received as the natural order of communal life and lay the foundation of more significant relationships later on. Even for children with profound learning difficulties, the friendship and society of other children can effectively stimulate personal development.

Educational integration



7.9 The third and fullest form of integration is FUNCTIONAL integration. This is achieved where the locational and social association of children with special needs with their fellows leads to joint participation in educational programmes. It is the closest form of association, where children with special needs join, part-time or full-time, the regular classes of the school, and make a full contribution to the activity of the school. Functional integration makes the greatest demands upon an ordinary school, since it requires the most careful planning of class and individual teaching programmes to ensure that all the children benefit, whether or not they have special educational needs.



INTEGRATION

Educational integration

PUBLIC LAW 94-142—NOV. 29, 1975

Public Law 94-142
94th Congress

An Act

To amend the Education of the Handicapped Act to provide educational assistance to all handicapped children, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Education for All Handicapped Children Act of 1975".



SPECIAL EDUCATIONAL NEEDS

Report of the Committee
of Enquiry into the
Education of Handicapped
Children and Young People

Chairman: Mrs H M Warnock

Educational integration

Medical Model of Disability

- Problem with the person with a disability
- Aims to "fix" people with disabilities and "normalize" them
- reactive

Educational integration

Medical Model of Disability

- Problem with the person with a disability
- Aims to "fix" people with disabilities and "normalize" them
- reactive

Social Model of Disability

- Problem with how society perceives individuals with disabilities
- Nothing is inherently wrong with the person with a disability
- proactive

Educational integration

Medical Model of Disability asks:

What is wrong with a student with disabilities?

Are the difficulties of students with a hearing problem in understanding their peers and teachers mainly due to the hearing problem of the student with disabilities?

Did a student with disabilities move here because of his/her health problem?

Does the disability or special need of a student prevent him/her from participating in educational activities and extracurricular activities as often or as far as he/she would like?

Social Model of Disability asks:

What is wrong with the educational environment?
What social, economic, political and/or environmental conditions need to be changed to facilitate the full enjoyment of the right to inclusive education by all students with disabilities and special needs?

Are the difficulties of students with a hearing problem in understanding peers and teachers mainly a result of the inability of teachers to communicate with students with a hearing problem?

What deficiencies in the school environment caused a student with disabilities to move here?

Are there any transport or financial problems preventing students with disabilities or special needs from participating in educational activities and extracurricular activities as often or as far as he/she would like?

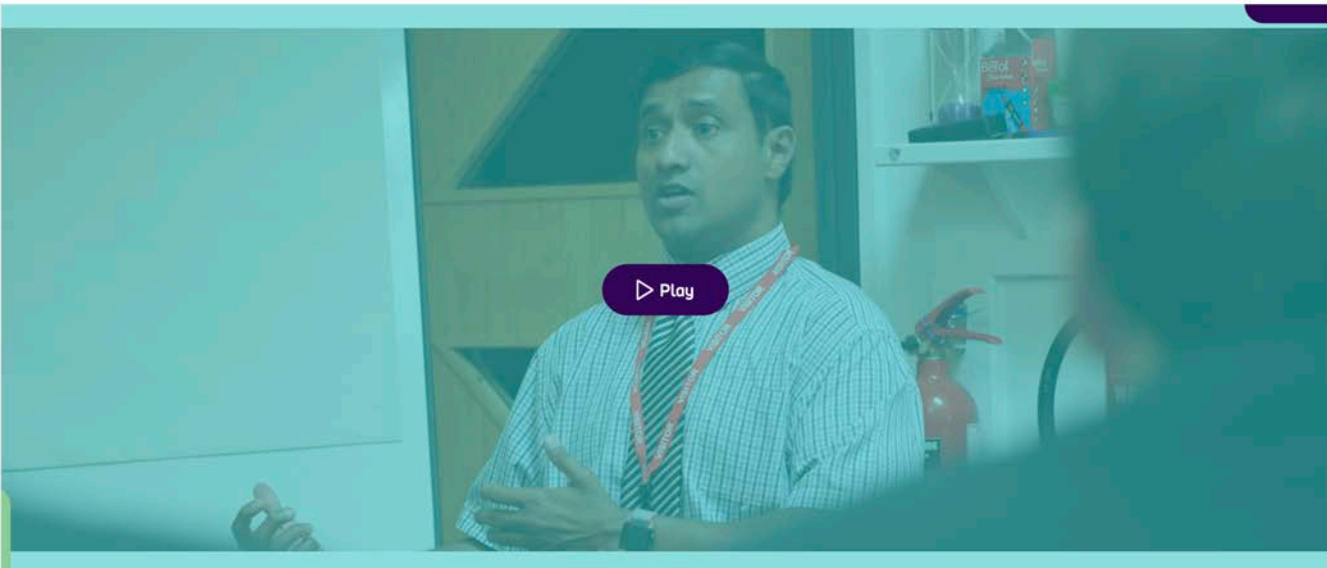
Students practice their understanding of disability and inclusion policies


Accessibility Contact us <https://www.scope.org.uk/about-us/social-model-of-disability/> Search

SCOPE = Equality for disabled people [Get online advice and support now](#) [Donate now](#)

[Home](#) [About us](#) [Advice and support](#) [Campaigns](#) [Get involved](#) [News and stories](#)

[Home](#) > [About us](#) > Social model of disability



 **Film transcript**
Transcript of film: 'What is the social model of disability?'

Developing integrated educational provision

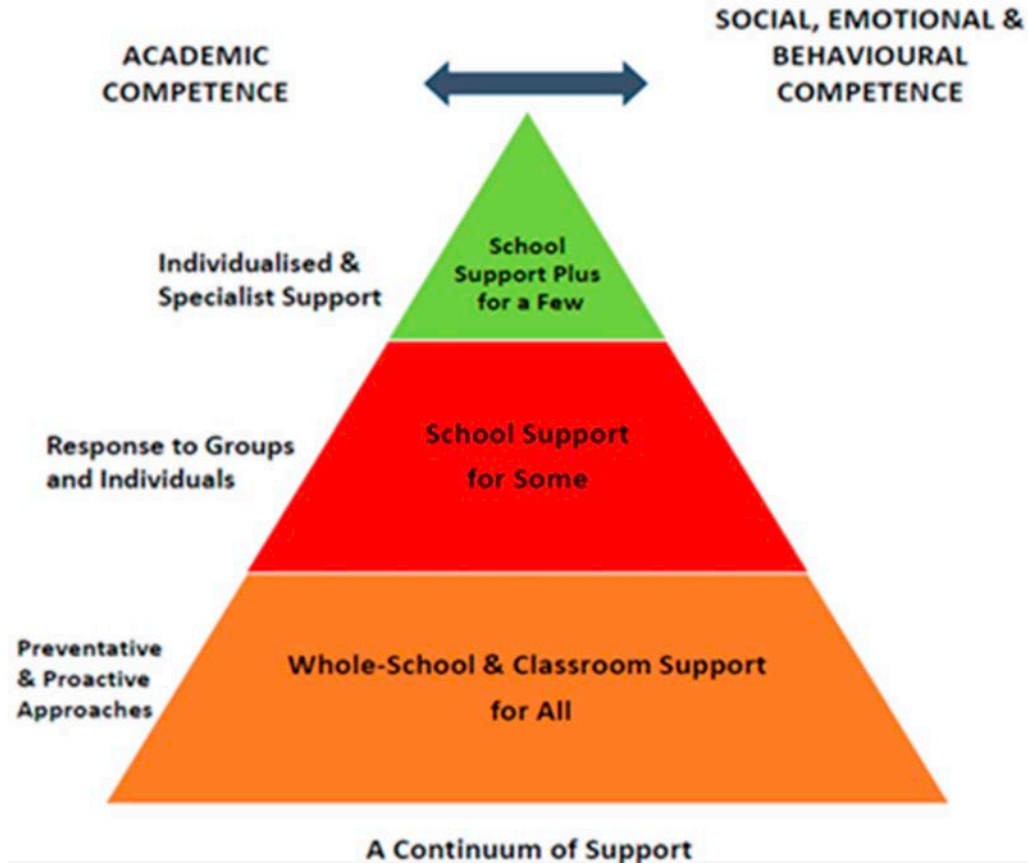
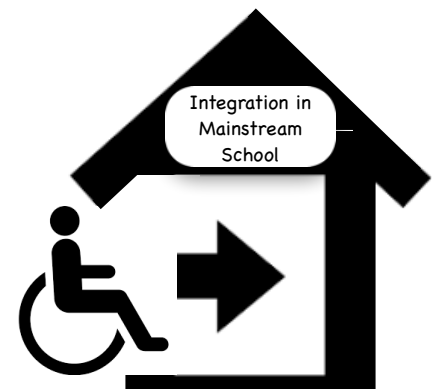


Figure 1 National Educational Psychological Service Continuum of Support. Adapted with permission from [33,34]. 2007 and 2010, National Educational Psychological Service
© <https://www.mdpi.com>

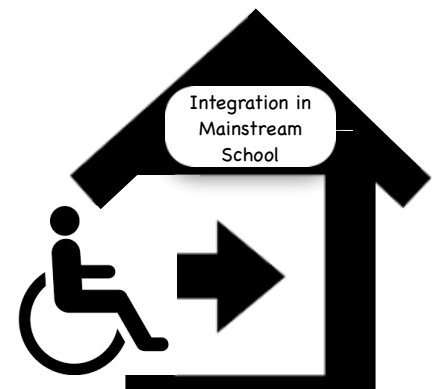
Developing integrated educational provision



INTEGRATION



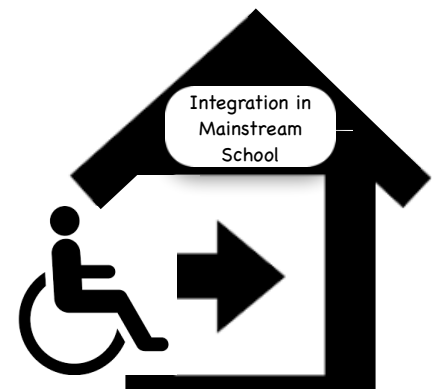
Developing integrated educational provision



INTEGRATION



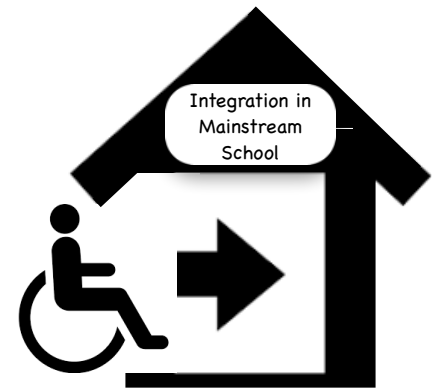
Developing integrated educational provision



INTEGRATION

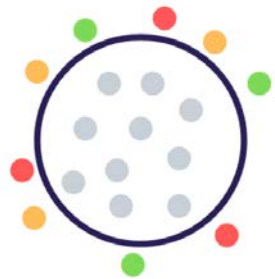


Developing integrated educational provision

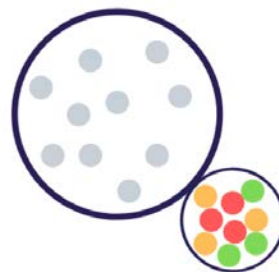


INTEGRATION

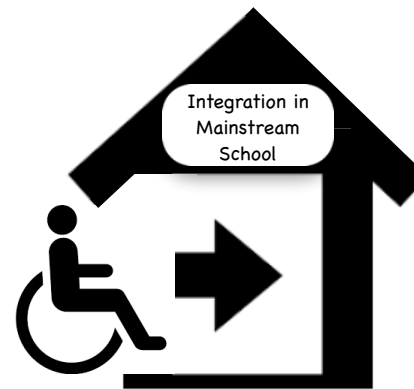




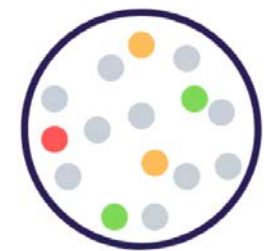
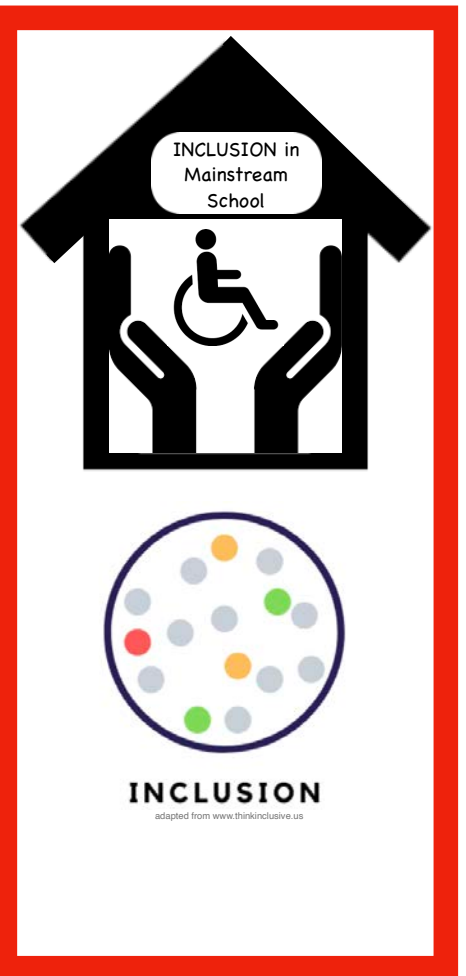
EXCLUSION
adapted from www.thinkinclusive.us



SEGREGATION
adapted from www.thinkinclusive.us

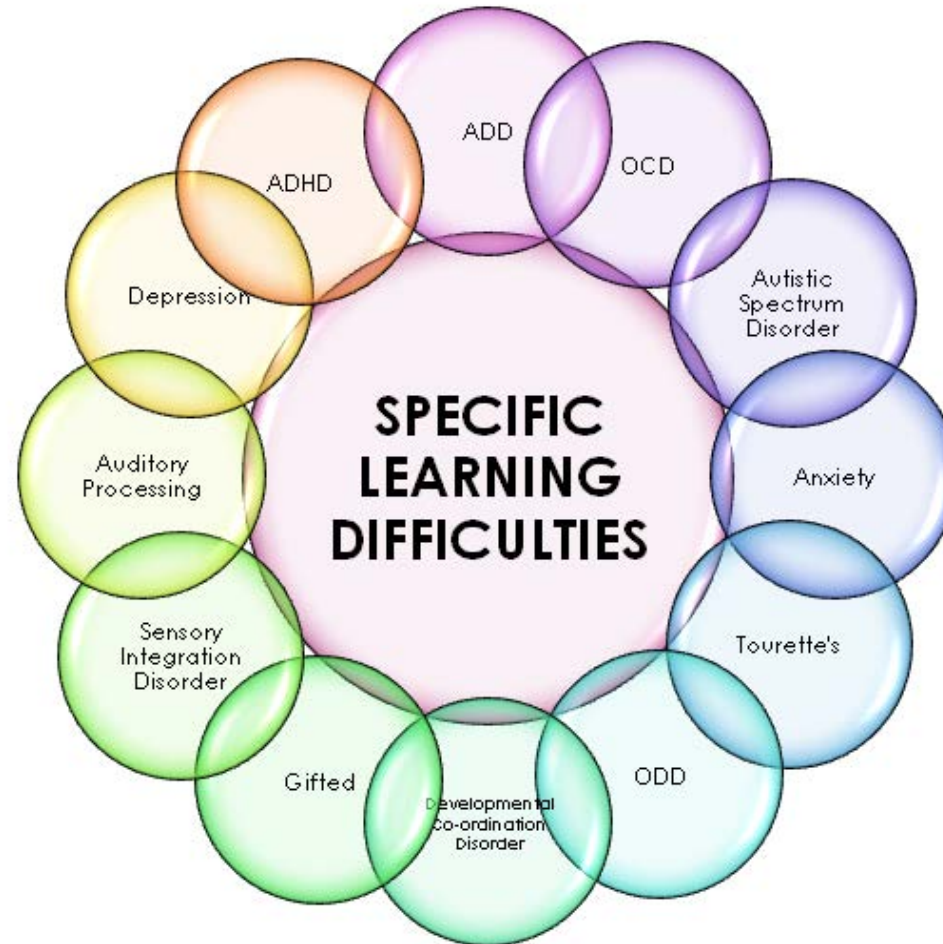


INTEGRATION
adapted from www.thinkinclusive.us



INCLUSION
adapted from www.thinkinclusive.us

Educational inclusion



Educational inclusion



United Nations

Department of Economic and Social Affairs
Disability

[Home](#) » [Convention on the Rights of Persons with Disabilities \(CRPD\)](#)

Convention on the Rights of Persons with Disabilities (CRPD)

Convention

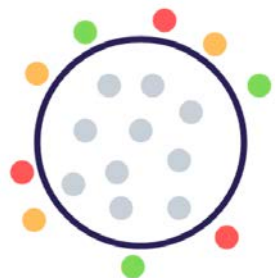
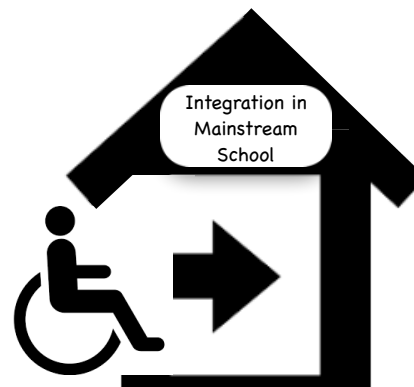
- Ratifications/Accessions: 182
- Signatories*: 164

Article 24 – Education

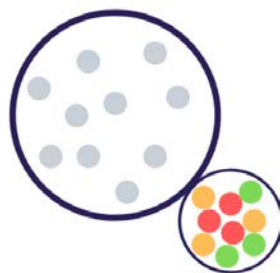
States Parties shall ensure an inclusive education system at all levels



CONCLUSION



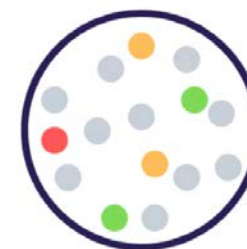
EXCLUSION
adapted from www.thinkinclusive.us



SEGREGATION
adapted from www.thinkinclusive.us



INTEGRATION
adapted from www.thinkinclusive.us



INCLUSION
adapted from www.thinkinclusive.us



GRAND CHAMBER

CASE OF D.H. AND OTHERS v. THE CZECH REPUBLIC

(Application no. [57325/00](#))

JUDGMENT

STRASBOURG

13 November 2007



GRAND CHAMBER

CASE OF D.H. AND OTHERS v. THE CZECH REPUBLIC

(Application no. 57325/00)

Article 14

Discrimination

Placement of Roma gypsy children in "special" schools: violation

However, the schooling arrangements for Roma children were not attended by safeguards that would ensure that, in the exercise of its margin of appreciation in the education sphere, the State took into account their special needs as members of a disadvantaged class. Furthermore, as a result of the arrangements the applicants had been placed in schools for children with mental disabilities where a more basic curriculum was followed than in ordinary schools and where they were isolated from pupils from the wider population. As a result, they had received an education which compounded their difficulties and compromised their subsequent personal development instead of tackling their real problems or helping them to integrate later into the ordinary schools and develop the skills that would facilitate life among the majority population.

In these circumstances and while recognising the efforts made by the Czech authorities to ensure that Roma children received schooling, and the difficulties they had encountered, the Court was not satisfied that the difference in treatment between Roma children and non-Roma children was objectively and reasonably justified and that there existed a reasonable relationship of proportionality between the means used and the aim pursued. As it had been established that the relevant legislation as applied at the material time had had a disproportionately prejudicial effect on the Roma community, the applicants as members of that community had necessarily suffered the same discriminatory treatment.



©theworker

THE SEVEN PRINCIPLES FOR INCLUSIVE EDUCATION



- Teaching All **Students**
- Exploring **Multiple Identities**
- Preventing **Prejudice**
- Promoting **Social Justice**
- Choosing **Appropriate Materials**
- Teaching And Learning **About Cultures & Religions**
- Adapting and Integrating **Lessons Appropriately**

© 2016 TANENBAUM

Tanenbaum's Seven Principles of Inclusive Education



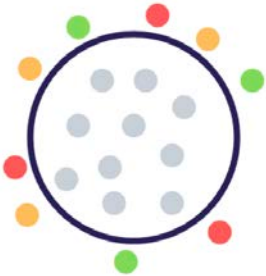
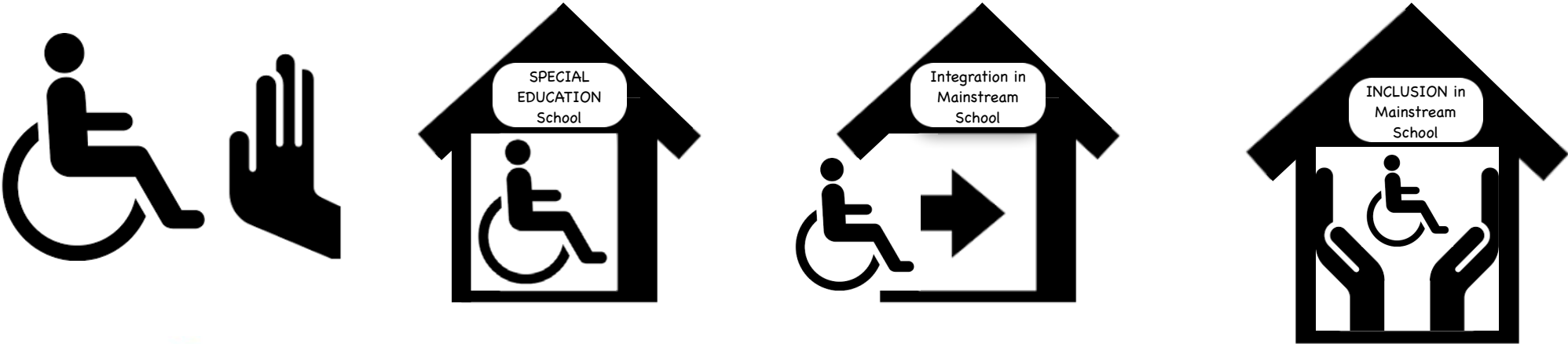


©everypixel

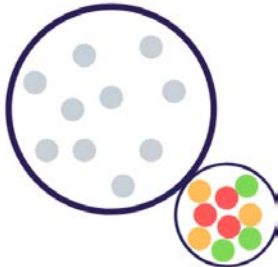


©adioma

Historical perspectives informing the development of educational provision for students with special needs



EXCLUSION
adapted from www.thinkinclusive.us



SEGREGATION
adapted from www.thinkinclusive.us



INTEGRATION
adapted from www.thinkinclusive.us



INCLUSION

