

1.5 ACADEMIC THEORIES AND MODELS OF INCLUSIVE EDUCATION

There are many theories and models that influence our understanding of inclusive education, and as a result there is no one overarching definition of inclusive education. In the section below, we will:

- Introduce you briefly to some of the theories and models that are most commonly referred to in discussions by teachers discussing and writing about inclusive education
- Give you some opportunities to reflect critically on these theories and models, thinking about their usefulness in your context

Before we get started, there are two points we would like to make about terminology.

First, a word about the word “theory”. Many people are deeply suspicious of this word because they believe theories are too rigid and abstract to be meaningful in any real life situation (Green, 2001), and that reality tends to be more complex than any theory can completely capture (Maxwell, cited in Ravitch & Riggan, 2017). These are valid arguments, and theorists tend to agree with them; all theories (and models) have limitations. However, theories are important in helping us construct knowledge so they are worth our attention.

Second, we want to clarify the difference between “theory” and “model”:

- **Theories** give us a set of ideas, or a framework, for understanding, interpreting and explaining an experience. For example, we might think we know the different ways in which children learn to read because there are plenty of theories written about this topic in books.
- **Models** are representations of how something works in real life. So, using the reading example above, we might set up a classroom with groups of children who are learning to read in different ways, with each group’s method based on a theory we have read about in books. Each of these methods is a **model**. Models can tell us whether the theory works in a particular situation. The findings from models can also bring new information that develops theories further.

Let’s move on to look at some theories and models that add to our understanding of inclusive education, and their limitations.

1.5.1 Theories and models related to inclusive education

When we are looking at theories and models related to inclusive education, we need to understand the context in which they have been developed, and the context to which they are being applied. This is because the context in which theories and models have been developed may not take into account, and therefore may not be applicable to, the context to which they are being applied.

Theories Of Inclusive Education A Students Guide

Roger Slee



Theories Of Inclusive Education A Students Guide:

Theories of Inclusive Education Peter Clough, Jenny Corbett, 2000 This book traces the major stages of thinking in the development of inclusive education It provides overviews of the main theoretical influences the medico psychological model sociological positions curriculum studies school effectiveness and the impact upon policy and practice of the Disability Movement Positioned and discussed in their historical contexts the book provides a synopsis and critique of the last 50 years including the introduction of the term Special Educational Needs the practice of integration and the present processes of inclusive education The unique features of this book include personal reflections by a number of people who are considered to have had major influence in the

Disability & the Politics of Education Susan Lynn Gabel, Scot Danforth, 2008 Disability and the Politics of Education An International Reader is a rich resource that deals comprehensively with the many aspects of the complex topic of disability studies in education For nearly two decades global attention has been given to education as a human right through global initiatives such as Education for All EFA and the Salamanca Statement Yet according to UNESCO reaching the goals of EFA remains one of the most daunting challenges facing the global community Today millions of the world s disabled children cannot obtain a basic childhood education particularly in countries with limited resources Even in the wealthiest countries many disabled children and youth are educationally segregated from the nondisabled particularly if they are labeled with significant cognitive impairment International agencies such as the United Nations and the World Bank have generated funds for educational development but unfortunately these funds are administered with the assumption that west is best thereby urging developing countries to mimic educational policies in the United States and the United Kingdom in order to prove their aid worthiness This McDonaldization of education reproduces the labeling resource allocation and social dynamics long criticized in disability studies The authors in this volume explore these subjects and other complexities of disability and the politics of education In doing so they demonstrate the importance and usefulness of international perspectives and comparative approaches

A Student's Guide to Methodology Peter Clough, Cathy Nutbrown, 2012-03-21 Essential for anyone undertaking a dissertation or thesis this title presents clear and straightforward information and advice on the process and functions of methodology

Teaching and Supporting Children with Special Educational Needs and Disabilities in Primary Schools Jonathan Glazzard, Jane Stokoe, Alison Hughes, Annette Netherwood, Lesley Neve, 2015-03-10 If you are a primary trainee or are training to support children in primary schools this is your guide to working with children with Special Educational Needs and Disabilities SEND We begin by exploring what is meant by SEND in primary schools and go on to cover all you need to know about your statutory responsibilities in school Current legislation and the Code of Conduct are covered to give you lots of information about the content you will be working in The book then examines the range of needs you will encounter in primary schools giving you details information and practical advice This second edition has been fully restructured and updated to include a new section on the key theory

relating to SEND Exploring theories and theorist that you will need to know about to fully understand how to support children Also new for this edition is a chapter focusing on the role of the SENCO in the primary school Finally the book includes more practical support to help you in the classroom Checklists to help you to work comprehensively and information about useful resources and outside agencies

Inclusive Education in African Contexts Nareadi Phasha,Dikeledi Mahlo,George J. Sefa Dei,2017-04-13 How do we articulate the possibilities limitations and challenges of inclusive schooling and education in African contexts This book insists that inclusive education cannot be taken for granted Inclusion is neither a natural nor a given educational practice It must be struggled for Bringing a critical perspective to inclusive schooling and education is imperative This book adds to current educational debates with an African lens It engages inclusive education from multiple lenses of curriculum content classroom pedagogy and instruction representation culture environment and the socio organization life of schools the pursuit of equity and social justice and the search for educational relevance It is opined that Africa cannot be left behind in rethinking educational inclusion in ways that evoke critical questions of power equity and social difference The question of learner s identity in terms of class gender sexuality dis ability language ethnicity and race are equally consequential for African schooling and education When inclusion is understood as wholeness of education then how schooling and education engage the complete learner her his body mind soul and spirit as well as the use of local community and Indigenous knowledges in teaching and learning become relevant Inclusion stands the risk of liberal educational agendas that simply tinker or toy with schooling and education and hardly embrace the challenge of educational change What we need is a fundamental structural change that ensures schooling and education embraces difference while grappling with the teaching of Indigeneity decolonization and resistance

Disability Studies Dan Goodley,2012-08-14 This introduction to disability studies represents a clear engaging and consistently thought provoking study of the field The book discusses the global nature of disability studies and disability politics introduces key debates in the field and represents the intersections of disability studies with feminist class queer and postcolonial analyses The book has a clear and coherent format which matches the interdisciplinary framework of disability studies including chapters on sociology critical psychology discourse analysis psychoanalysis and education Sitting alongside discussions on the global and glocal significance of disability studies these chapters include Society Sociological disability studies Individuals De psychologising disability studies Psychology Critical psychological disability studies Culture Psychoanalytic disability studies Education Inclusive disability studies Each chapter engages with important areas of analysis such as the individual society community and education to explore the realities of oppression experienced by disabled people and to develop the possibilities for addressing it Broad dynamic and interdisciplinary in scope this book will be crucial reading for students researchers and practitioners alike

The Irregular School Roger Slee,2011-04-19 The Irregular School explores the foundations of the current controversies and argues that continuing to think in terms of the regular school or the special school obstructs

progress towards inclusive education **Implementing Intensive Interaction in Schools** Mary Kellett, Melanie Nind, 2013-01-11 First Published in 2003 By taking a detailed look at the implementation and management of Intensive Interaction the authors of this book offer practical guidance on how to get the most from the approach in the school context This book includes guidance on managing priorities training issues power dynamics and coping with Ofsted advice on setting up and running evaluation projects clear links to the National Curriculum for SEN case studies from special and mainstream school and a glossary of terms This book is for practitioners coordinators and managers in schools using Intensive Interaction with pupils who have severe and complex learning difficulties Disability Studies Colin Cameron, 2013-11-12 This textbook brings together a wide range of expert voices from the field of disability studies and the disabled people's movement to tackle the essential topics relevant to this area of study From the outset disability is discussed from a social model perspective demonstrating how future practice and discourse could break down barriers and lead to more equal relationships for disabled people in everyday life An interdisciplinary and broad ranging text the book includes 50 chapters on topics relevant across health and social care Reflective questions and suggestions for further reading throughout will help readers gain a critical appreciation of the subject and expand their knowledge This will be valuable reading for students and professionals across disability studies health nursing social work social care social policy and sociology **Teaching Languages to Students with Specific Learning Differences** Judit Kormos, Anne Margaret Smith, 2023-10-10 This book is intended to help language teachers to work effectively and successfully with students who have Specific Learning Differences SpLDs It enables teachers to gain a thorough understanding of the nature of SpLDs and how these affect both general learning processes and the mechanisms of second language acquisition In addition the book explores the particular inclusive methods and techniques of teaching and assessment that foster success in language learning Language teaching is embedded in a wider social and educational context and therefore the book also provides an in depth discussion of general educational issues related to identifying and disclosing disabilities and to making transitions from one institution to the other The content has been thoroughly updated and revised for the second edition particularly in the areas of inclusive pedagogies new evidence based methods and tools for identifying SpLDs and new conceptualisations of neurodiversity The book also includes the latest research on assessment transition and progression and the impact of SpLDs on additional language learning

The Universal Access Handbook Constantine Stephanidis, 2009-06-11 In recent years the field of Universal Access has made significant progress in consolidating theoretical approaches scientific methods and technologies as well as in exploring new application domains Increasingly professionals in this rapidly maturing area require a comprehensive and multidisciplinary resource that addresses current principles **Essential Theory for Primary Teachers** Lynne Graham-Matheson, 2014-11-20 Essential Theory for Primary Teachers is a succinct accessible introduction to the key theories concepts and policies that have shaped primary education as we know it and underpin our practice in the classroom Written

with the ever busy training and practising teacher in mind this straightforward guide offers the foundations for a solid understanding of how we teach and learn effectively and how we develop as professionals Together with key further reading highlights a glossary of acronyms and an at a glance timeline of the major events acts and policies in education it explains core topics A short history of the education system What is education for Inequality and education Special educational needs and inclusion Child development How children learn Theories of motivation Behaviour for learning Assessment for learning Understanding and using research evidence Undertaking your own action research project Essential Theory for Primary Teachers brings together in one volume theory and knowledge that stands the test of time it guides you through what others have said about them and will help you relate them to your own practice A much needed source of guidance for training and newly qualified teachers it will support you as you develop the skills you need to teach confidently and help your learners succeed

Must Inclusion be Special? Jonathan Rix, 2015-06-05 Must Inclusion be Special examines the discord between special and inclusive education and why this discord can only be resolved when wider inequalities within mainstream education are confronted It calls for a shift in our approach to provision from seeing it as a conglomeration of individualised needs to identifying it as a conglomeration of collective needs The author examines the political medical and cultural tendency of current times to focus upon the individual and contrasts this with the necessity to focus on context This book distinguishes the theoretical perspectives that are often associated with special or inclusive education and the broad range of interests which depend upon their ongoing development This examination leads to a problematisation of mainstream education provision our understanding of why social inequities emerge and how additional support can overcome these inequities Further chapters explore the underlying challenges which emerge from our use and understanding of the notions of special and inclusive outlining an alternative approach based upon a community of provision This approach recognises the interconnectedness of services and the significance of context and it encapsulates the aspiration of much international legislation for participation and inclusion for all But it also assumes that we tend towards diffuse practices services policies settings and roles spread across provision which is variously inclusive and exclusionary In seeking to create equitable participation for all support needs to shift its focus from the individual to this diffuse network of contexts Must Inclusion be Special emerges from the research base which problematises inclusion and special education drawing upon examples from many countries It also refers to the author's research into pedagogy language and policy and his experiences as a teacher and the parent of a child identified with special educational needs

Education Studies Steve Bartlett, Diana Burton, 2003-02-25 The essays are thematically well organized and lucidly presented In terms of design contents and presentation this is undoubtedly an excellent textbook Journal of Educational Planning and Administration Education Studies Essential Issues is a book similar in style to the editor's first volume Introduction to Education Studies both books introducing a variety of broad educational issues while analyzing certain areas in greater depth Whereas the first book dealt

with wider perspectives on education i.e. research, politics and policy, psychological theory, this book deals with more specific issues with chapters viewing education through early years and compulsory schooling to post compulsory and higher education through to lifelong learning. Ultimately, this book is quite unique due to the collection of chapters and is a worthy addition to any university bookshelf or as a key text for mandatory education modules. Scott Buckler, University of Worcester for Escalate. This book is essential reading for all those concerned about education, especially for those working within the education system. International Journal of Educational Management Education Studies is an informed and informative introduction. Teachers as well as student teachers will find it stimulating and valuable. Topics it covers well include teacher management and teacher professionalism. Michael Duffy, Times Educational Supplement. This key text provides an overview of current theoretical issues, areas of study and major themes that are covered in education studies programmes. Chapters include globalization, differentiation, early childhood, special needs, citizenship and education, lifelong learning, post compulsory education, higher education, management and professionalism in teaching, education and economic development. Prominent contributors in each field provide students with a solid grounding in the areas they will be studying and point the way to further successful study. Also by same author: Introduction to Education Studies. Steve Bartlett, Diana Burton, Nick Peim. C 0 7619 7015 0 60 00 2001 P 0 7619 7016 9 17 99 2001. The Early Years Handbook for Students and Practitioners. Lyn Trodd, 2016-02-05. The Early Years Handbook for Students and Practitioners is a comprehensive and accessible course text for all students studying at levels 4 and 5, including on Foundation Degrees and Early Childhood Studies degrees. Designed and written by the Chair of the SEFDEY Sector Endorsed Foundation Degree in Early Years Network and a team of expert contributors, this book covers the essential skills, knowledge and understanding you need to become an inspiring and effective early years practitioner. Divided into four parts: The Student Practitioner Professional, The Learning and Development of Children 0-5, The Child, Family and Society, and The Senior Practitioner Professional, the book covers all aspects of working with young children and engages you with theory that is explicitly linked to your practice. Throughout, there is a strong emphasis on supporting your transition to undergraduate study, developing your academic skills and encouraging you to be an active learner. In every chapter, the book seeks to help you develop your professional identity and features Activities to help you to reflect on your own practice, Provocations to promote discussion and debate, Case study examples and photographs to illustrate key points, From Research to Practice boxes outlining key research in the field and implications for practice. The book is supported by a companion website featuring for students links to useful websites and video material and an interactive flashcard glossary. Online support for lecturers includes ideas for tasks and activities to use in class and the diagrams and images in the book available to download. Inclusive Education in Low-Income Countries. McConkey, Roy, 2014-04-03. The history of people with disabilities has been dominated by their isolation and exclusion. The long fight towards inclusion and inclusive education in particular started not many years ago. Most were powerless to control their own

destiny Their participation in society has been the object of others actions In many countries their disability policies have a substantial element of protection and charity but not the right to equalisation of opportunities This book highlights the process of change that is underway internationally The equalisation of opportunities requires new processes through which the various systems of society such as health services and education are delivered It means the right for people with disabilities to remain in their communities and to receive the schooling and social supports they need within the ordinary structures available in local communities Strong advocacy is needed for this to happen In particular parents need to be empowered communities mobilised and professionals trained in new ways of working hence this book Drawing on experiences in Africa the book describes the issues to be considered when it comes to implementing inclusive strategies the processes to be followed and the roles of different sectors such as people with disabilities parents policy makers educationalists health and community development professionals and crucially society at large

Autism and the Social World of Childhood Carmel Conn, 2014-03-05 A key issue for researchers and practitioners is how to support the social engagement of children with autism in ordinary everyday social processes that are transactional in nature and involve mixed groups of children with and without autism in rich and varied relationships Autism and the Social World of Childhood brings together current understandings about the social engagement of children with autism gained from psychology based research into autism with well established ideas about children s everyday social worlds gained from sociocultural theories of childhood It describes the experiences of interaction friendship and play from children s own point of view as a way of giving insight into children s lives as they are lived and understood by them Such an understanding serves to inform educational practice and aids the provision of more effective learning environments Autism and the Social World of Childhood includes sections on the nature of play social interaction and friendship in autism the nature of children s ordinary social worlds including children s cultures of communication and variation in children s play research approaches to investigating the social engagement of children with and without autism in natural contexts educational approaches to supporting the integration of children with autism within a school setting the importance of assessment in autism education Autism and the Social World of Childhood includes real life descriptions of children s social experiences taken from ethnographic research into the play and interaction of children with and without autism Practical guidance is provided on educational approaches to supporting the inclusion of children with autism within the ordinary social worlds of childhood

Challenging Inclusive Education Policy and Practice in Africa , 2018-11-26 It is a fundamental right for all children to be given access to quality education to ensure they reach their full potential as individuals a right which is reflected in international law in Article 26 of the Universal Declaration of Human Rights and supported by the Education for All Agenda 1990 and the United Nations Convention on the Rights of People with Disabilities and Optional Protocol 2006 Nation states across Africa have signed up to these protocols and remain committed to ensuring education for all children The progress globally however in the past 25

years including in Africa has been slow UNESCO 2015 Questions remain on why this is so and what can be done about it This book brings together researchers education policy makers and academics from the African community What is unique about this text is that it includes local insights narrated and critiqued by local professionals This book presents a wide range of African countries across the continent to provide a critical overview of the key issues affecting developments It questions the origins of ideas and definitions around inclusive education and the impact it has made on policy and ultimately practice within local socio cultural and economic communities both urban and rural It highlights positive developments as well as challenges and provides a deep understanding of why the process of implementing inclusive education is so complex in the African continent It provides an understanding of what is needed to develop a more sustainable model of inclusive education across the continent and within specific countries

Early Years Practice Elaine Hallet,2016-01-14 I would recommend this book to students and trainees who wish to extend their knowledge and understanding of early years practice beyond level 3 This book is accessible up to date and focuses on translating theory into practice incorporating the essential higher order skill of reflection The pedagogical foundations within place children firmly at the centre whilst acknowledging the highly influential early years practitioner in the wider context of family community and inclusive practice Sarah Barton Senior Lecturer and EY ITT Programme Leader School of Education and Continuing Studies University of Portsmouth Are you studying to become an early years teacher or educator or studying for an early years degree and looking for a book to guide you through your qualification With stories of practice questions for reflection further reading and links to the Teachers Standards Early Years this book links professional practice with theory and research and will help you understand how children learn and develop engage with the curriculum and the practice of teaching learn more about the structure and reality of early years provision and practice for children aged from 0 8 years develop ways to reflect upon your practice develop professional skills and attributes needed to take a leading role understand how to apply all of this to practice This core textbook is ideal for students of early years and early childhood courses and will support you in your practice in the early years

Introduction to Special Educational Needs, Disability and Inclusion Alexandra Sewell,Joanne Smith,2020-11-11 This essential textbook equips you with a strong understanding of theories policies and practices and how they impact on Special Educational Needs and Disabilities guiding you through your SEND course or modules It provides you with the foundations and tools necessary to think critically about the issues and developments concerning SEND inclusion and professional practice The book includes Material surrounding mental health in childhood and adolescence Chapters on global perspectives of SEND and assistive technologies Practical case studies reflection questions and activities Spotlights on key theories and research Up to date information on policies impacting SEND

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