INCLUSIVE EDUCATION

Unity in diversity

Edited by

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CONTENTS

AN INVITATION

THE CONSIDERATION
OF EDUCATION
IN ITS MULTI COLORFULNESS

I directed the ask for the Authors of this monograph to take up the subject of education, in particular inclusive education, as an extremely rich, multi-colored space for reflection of systemic, theoretical and research considerations. I am grateful for their positive response to this invitation and for presenting the subject from a perspective that is close to their interests. At the same time, their approach to the matter inscribe to the cycle of PERSON publications, published since 2004 at the Maria Grzegorzewska University. That's why, the theme of inclusive education in this monograph we express in multi-layered thematic considerations on Phenomenon of Disability:

Personality — subjectivity of the student, educational needs, developmental dynamism

Emancipation — self-determination, independence of students

Responsibility — reliable and complex diagnosis of student's possibilities and needs

Self-actualization — a student and his/her family as rightful participants of education

Optimism — provision of optimal support for student's development and their family

Normalization — right of equal access to education

Inclusive education is a complex and multidimensional process whose sources stem from the idea of normalization of life of people with disabilities. On this basis, the concept of joint teaching of students with special educational needs and their peers was born. Common education makes it possible to create conditions for a "good school for everyone". The process of inclusive education requires the involvement of many subjects, including students, teachers and other specialists, parents/guardians, as well as local communities, governmental and non-governmental organizations and institutions. The complexity of the educational process in the situation

of special needs of the student requires constant resume of the debate among both theoreticians and practitioners. I hope that the voice of Authors of this publication will be an important source of searching for optimal educational solutions and an inspiration for scientific research. Inclusive education is a complex and multilayered process including such issues as normalization and autonomy of people with disabilities. On that basis the idea to teach together learners demanding fulfillment of special needs and their physically and mentally able peers came to existence. Joint education generates favorable conditions for realizing the concept of "good school for everybody". Integrative education process needs involvement of many parties such as learners, teachers, parents, local communities as well as state-owned organizations and institutions. Complexity and numerous aspects of the process as well as its key role in shaping a new model of social life is calling for the need for renewal of the debate among both theoreticians and practitioners.

In considering "a good school for all", the words of Bengt Nirje clearly resonate, who defined integration in the simplest and most complete way "integration is to be yourself", including "being able to be yourself and be able to be yourself" among others" (Nirje, 1985, p. 72). The term is filled with humanistic thinking about each student, the one who carries out educational tasks without major problems and the one who experiences school difficulties and failures. In inclusive settings the coexistence of fitness and disability, health and illness, social adaptation and social maladjustment, student's success and his/her failure is most evident. Coexistence of differences is a factor that can motivate to search for the most beneficial solutions. It is also a factor that must reinforce alertness, because differences can generate a sense of powerlessness of educational subjects in dealing with often escalating problems.

Education does not take place in a vacuum, but in specific conditions of social life, cultural, economic and political realities, as well as historical reality. These facts are important circumstances to speak about the educational identity of individual communities, countries or regions. Researchers dealing with education with care and responsibility try to answer the continually asked questions: what the education system should be, what place should occupy in it students requiring special implementation of their educational needs, what conditions need ensure that they are optimal for all students, is public school the most favorable place for every student? There are many questions and, unfortunately, the answers are not always clear-cut, but the formulation of questions directs the search. Today, after thirty years in Poland, but also in other countries (as the articles of this monograph show), researchers are looking for the most accurate answer to the question: what systemic, didactic, methodic solutions should be adopted to ensure educational success and development of students with SPE. It turns out that not everything can be clearly determined and not everything without problems is subjected to empirical

analysis, the interpretation of which directly leads to practical applications. I think that especially in the area of education this necessary moment of concentration, reflection, leading to making multi-layered, multi-dimensional recognition of the phenomenon is necessary. I hope, that this publication will be useful in formulating the answers on nany crucial problems linked to creation education good for all.

It is good sometimes to assume that not everything is only white or only black and it is good to give up sometimes symmetry, linear ordering or focusing only on oppositions (plus–minus, good–wrong). The world and its fragment in the form of educational reality is definitely more colorful and rich. Therefore, in interpreting pedagogical facts, it may be interesting and cognitively important not t limit to dichromatic – "black or white" color. I think that such a dichotomy often prevents the reliability of cognition, limits the recognition of important and sometimes hidden facts, which can falsify or obscure reality. Unfortunately, we have to reckon with the fact that we often look for simplifications in our thinking, and simplifications in action, because sometimes it is easier to write a formula, create an algorithm or find a convenient (not always beneficial) solution. Multicolor thinking about education can help us to recognize in school reality, the importance of diversity and differences, which are an immanent feature of social life, and to acknowledge it as an important construct of unity in educational diversity.

As leading messages of this monograph, I propose:

The idea of change is necessary key – the idea of normalization of life is a source to consider the transition in education from segregation to inclusion

It is important to undertake a reasonable action – there are theories that are significant contexts for inclusive education with the leading thesis that diversities are immanent feature of social life

Change requires the power to break stereotypes – inclusive culture in society is a necessary condition of real inclusive education and the realization of the vision of "unity in diversity"

In integrating and connecting process cooperation is important – with a special educator playing the role of an educational architect and coordinator

It is important to be convinced in what we are undertaking – it depends on each of us.

I invite Readers to get familiar with this publication that we publish in the PERSON cycle. I thank my Colleagues from various academic centers and different parts of the world for jointly exploring unity in educational diversity.

Joanna Głodkowska

THE MARIA GRZEGORZEWSKA UNIVERSITY –

THE ACADEMY OF THE FUTURE CENTURY

*S*pecial time is approaching for our University. In 2022, we will celebrate the 100th anniversary. We are proud to emphasize that our University was created thanks to the efforts of Maria Grzegorzewska, so at the beginning of this publication I will outline the image of our Patron.

*M*aria Grzegorzewska is the creator of special pedagogy in Poland and a socially involved scientist, special educator, typhlopopedagogue, typhopsychologist. Her message "there is no cripple – there is a man" has a humanistic timeless value.

*P*atron of our University conducted extensive scientific. As the first in Poland, it undertook systematic research in the field of special pedagogy, creating its theoretical and empirical foundations. Based on the assumption that man is a psychophysical unity, she put forward the thesis of the holistic approach to deviations from the norm; developed the issues of compensation in the revalidation of people with disabilities (theory of dynamic structural systems). Professor Maria Grzegorzewska combined Polish special pedagogy with mainstream European orthopedagogy. She developed the original teaching method – the method of centers of work, which was widely used in special education. She gave a special value to the work of a special school educator, presenting his figure as a good man, internally rich, a person with charisma and empathic abilities.

*U*ntil the end of her life, she devoted herself to the issues of special education and training of specialist teachers and educators for all types of special schools existing at that time. Maria Grzegorzewska popularized the problems of special education, in 1924 she founded the magazine Szkoła Specjalna (Special School), which up to now continues the work of the founder and first editor. Her steadfast efforts focused on respect for human and civic rights, understanding and acceptance of otherness, treating disability as an inalienable element of the human condition, and involving people with disabilities in society as an equal citizens.

Looking at the course of Maria Grzegorzewska's life, it is clearly visible how closely her academic and professional work intertwined with social activity – she realized her calling always and everywhere.

*I*n the years 1958–1960 Professor Maria Grzegorzewska held the Chair of Special Education at the University of Warsaw and ran the first university department of Special Education in Poland. As a result, special education became a scientific area with a theoretical concept and methodological foundations. The introduction of special pedagogy into the circle of university disciplines on the one hand was a manifestation of great recognition for the scientific achievements of Maria Grzegorzewska, on the other it opened the opportunity to expand the research possibilities and education of special educators at the academic level.

*W*e will celebrate the 100th anniversary of the University in accordance with the idea of the Jubilee mission statement, which reads that the Maria Grzegorzewska University is the Academy of the Future Century.

*T*he introduction to the considerations of several parts of this monograph will be illustrations of students regarding inclusive education under the title *School as a place of together learning and playing* and quotes from the work of Maria Grzegorzewska.

PART 1.

Inclusive culture, inclusive society

"The value of man is the most valuable worth in the world, its genre weight prevails over everything in the life of the individual and society"

Maria Grzegorzewska, *Listy do Młodego Nauczyciela* (*Letters to the Young Teacher*). Wydawnictwo Akademii Pedagogiki Specjalnej, 2002, 1, p. 20.

A socially inclusive culture as a source of the model of educational changes from the perspective of teaching according to differences

Joanna Głodkowska*

Introduction

*C*urrently, when discussing people with disabilities, scholars avoid labels such as disorder, limitation, and dysfunction. Instead, they make an effort to recognise their needs and abilities to participate, self-determination, be independent, and social belong. This contributes to the dismantling of the centuries long patterns according to which people with disabilities were associated only with suffering, isolation, stigmatisation, and exclusion, as well as being considered as particularly vulnerable to various negative experiences. The phenomena of stigmatisation and exclusion were counterbalanced by a new social principle known as normalisation (Nirje, 1969; Wolfensberger, 1972). Worldwide, this principle has contributed to the development of a new, humanistic approach toward people with disabilities, in addition to the rejection of the old model according to which people could be divided into different groups such as good and bad, strong and weak, or nondisabled and disabled. The normalisation of living conditions also helped to establish new ways of educational design in which the existence of differences gives new meaning to coexistence, inspires unity, and strengthene the will to build communities despite differences. Integration oriented education is one of the conditions suited to fighting exclusion and alleviating the deprivation of a human desire to belong. Consequently, school constitutes one of the most important places in which children and young people with learning disabilities can bond with their peers. It has to be emphasised that integrating and inclusive initiatives in education provide opportunities for the improvement of school culture and are one of the leading forces behind the changes to the mentality of society. In Poland, in the last 30 years we have been both witnessing and participating in this new social breakthrough and educational change aimed at putting the ideals of Education for All into practice (Education for All, 2015).

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In this paper, I discuss the model of educational changes from the perspective of teaching according to differences. This research is the result of my theoretical analyses which allowed me to formulate the following theses: (1) The idea of normalisation of living conditions of people with disabilities constitutes the basis for the transition from segregation to inclusion in education; (2) The course of educational changes is a multidimensional process aimed at leading to a situation in which teaching according to differences will no longer be considered a novelty, but a natural way of inclusive learning; (3) A socially inclusive culture is a condition for the development of actual inclusive education and the implementation of the concept of "unity in diversity"; (4) Disability studies constitute the basis for inclusive education by accentuating that disability is a normal social phenomenon.

The model of educational changes from the perspective of teaching according to differences is inspired by the previously developed patterns and canons of special didactics (Głodkowska, 2017a). In this paper, I focus on an educational change in its general meaning and therefore understand it as a way of creating schools that are good for all. Consequently, this approach allows me to argue that it is not only mainstream schools, but also special ones that can be places where the ideals of teaching according to differences can be put into practice. The construction of my model of educational changes begins with the discussion on meanings and relationships between three terms – social inclusion, educational inclusion, and inclusive education. These three terms provide the basis for the intended changes.

Inclusion as a social value, a way of thinking about education systems, and a guarantee for all students' presence and participation

The inclusion process in education takes place in larger social contexts than merely a school, a classroom, student body, or a community of parents, teachers, and other specialists. It permeates different social processes and attitudes, including mental barriers toward "otherness" and "Others". These barriers might disrupt the process of inclusion, as well as promote social exclusion, including educational exclusion. It is naive to believe that states' education policies and legislations guarantee actual social integration and the real presence and inclusion of "Others" in different areas of social life. It has to be underlined that universal access to special education in Poland is the result of lengthy processes. The ideas that began in the previous century and are still present nowadays are the result of granting equal rights to people with disabilities, not to mention the process of shaping their new image and dismantling stereotypes regarding disabled people's needs and abilities.

Henceforth, I will attempt to discuss the idea of inclusion from three different perspectives: (1) inclusion as a social value, (2) inclusion as a way of thinking about education systems, and (3) inclusion as a guarantee of the presence and participation of all students in the process of high quality learning. These distinct perspectives facilitate the investigation of education as a part of three different categories: society, education system, and educational initiatives (Figure 1). They provide the basis for circles of inclusion which might be interpreted on the basis of their role in defining education. Subsequently, one of the most crucial features of an inclusive society is a culture that promotes such values as mutual respect and acknowledging the right of "Others" to coexist with the rest of society. The second category – education system – might be considered from the perspective of a state's education policy rooted in laws and legislation which provide all students with equal access to a high quality education. The third category – inclusive educational initiatives – can be understood as educational efforts applied to students who require different types of accommodations in order to meet their educational needs. Therefore, in order to outline and define these particular distinctions, I propose the following terms for the categories discussed above: (1) social inclusion, (2) educational inclusion, and (3) inclusive education.
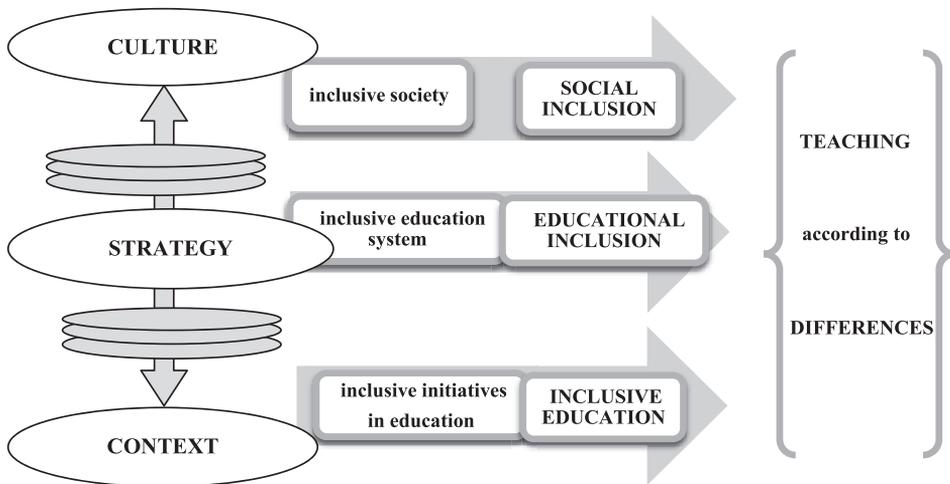
Figure 1. Inclusion – culture, strategy, context
Source: own study.

Social inclusion, understood as part of society's culture, permeates those areas of life that are characterised by accepted and cherished values and social attitudes toward "otherness" and "Others". Acknowledging "Others" and respecting every human's right to freedom are unequivocally tied with acceptance and respect for differences amongst people in the ways they experience the world and exist

in public spaces. Ever since the normalisation principle was first developed, the change in attitudes toward disability has been pronounced and the need for integration and social inclusion of people with disabilities has been accentuated. This was beneficial to the new conceptualisation of disability and thereafter contributed to the creation of a positive image of people with disabilities (Głodkowska, 2012). Researchers began to document that the life of a disabled person is just as important as the life of a nondisabled person but, at the same time, it is much more difficult (Brown, 2002). They emphasised that an inclusive environment improves the status of people with disabilities, provides them with positive life experiences, and helps them to deal with the consequences of their disabilities. In an inclusive environment, disability ceases to be the most important characteristic of a person. The creation and promotion of a positive image of people with disabilities contributes to the celebration of differences among people (Shapiro, 1993). This approach resonates with the affirmative model of disability created by John Swain and Sally French (2000), according to which differences between nondisabled and disabled people should not only be acknowledged but also celebrated. At the same time, Swain and French stress that people with disabilities should be proud of being different from the rest of society. These arguments pave the way for a new method of viewing disability and understanding people with disabilities. Such ideas, when they permeate social awareness, help to create the possibility of change occurring in the mentality of society at large and build a culture in which differences amongst people constitute an important and acknowledged value system. The affirmative model of disability makes us hope that one day acceptance, respect, and dignity will become inalienable social values. However, it has to be underlined that the process of social inclusion does not take place automatically. In order for it to succeed, it requires various institutions, including the educational ones, to act intentionally. Therefore, Figure 1. not only presents the three separate categories of inclusion, but also outlines the relationships between them.

Educational inclusion is tied to various strategies adopted by educational institutions in order to create an inclusive education system. The main goal of the process of educational inclusion is to introduce students with special educational needs into mainstream schools and create a learning environment in which they can fully realise their potential. An inclusive education system is supposed to help students reach their developmental milestones and provide them with a sense of belonging to a social peer group. In order for an inclusive education system to succeed, it requires legislative acts defining an education system in which all students are provided with equal access to education. On the local level, on the other hand, it requires coordination efforts between different local governing bodies which should properly recognise special education needs within their communities. On this basis, they should undertake appropriate inclusive actions and develop tools for their evaluation.

Educational inclusion is "a process that helps to overcome barriers limiting the presence, participation, and achievements" (UNESCO, 2017, p. 7) of students in mainstream schools. Inclusive education can be defined as a "process strengthening the capacity of the education system to reach out to all learners" (UNESCO, 2017, p. 7). It has to be highlighted that inclusion is not defined through the category of place, but rather as a process and practice of designing schools and their activities in order to make it possible for all students to succeed (Artiles & Kozelski, 2016). Polish literature is rich in sources on educational inclusion (e.g. Chodkowska, 2003; Chrzanowska, 2014; Firkowska-Mankiewicz, 2004, 2010; Gajdzica, 2011; Głodkowska, 2010; Mikrut, 2015; Rzeźnicka-Krupa, 2019; Sadowska, 2016; Szumski, 2006; Zamkowska, 2019); their authors document such phenomena as the multidimensionality of the integration process, changes in educational ideas and practices, the achievements of students involved in different forms of learning, the legal and social basis of integration, the place of a student with a disability in mainstream school, the cultural capital of students with disabilities engaged in various forms of learning, and the difficulties that occur in an integrative education system. They also point to moral dilemmas around the arguments for an integrative education system and its implementation. These phenomena are crucial for educational and social change based on the idea that diversity amongst people constitutes a positive notion.

In terms of strategy, the process of inclusion has to be backed up by education policy that guarantees a methodologically and organisationally sound teaching approach directed at all students, including those with special educational needs. Furthermore, in order to improve the process of educational inclusion, an education system has to be developed in which both segregative schools (special schools) and non-segregative ones (integrative and mainstream schools) cooperate with and complement each other. In addition, it has to be mentioned that all elements of the education system, that is, special, mainstream, integrative, and inclusive schools, can, in their diversity, create the conditions necessary to meet all students' educational needs. I call this type of organisational structure "a diverse education system for all" (Głodkowska, 2010, 2017a). However, it bears mentioning that the decision to introduce a child into a system of education is not always easy, especially when a child requires accommodations in order to meet their special educational needs. Every decision of this kind requires not only the child's needs and abilities to be diagnosed, but also that the decision regarding the child's needs is systematically evaluated. Therefore, "a diverse education system for all" can be best characterised in the following terms: (1) diagnostic (a careful assessment of the child's abilities and needs in terms of education); (2) verifiable (a regular evaluation of a decision on the child's need for special education); (3) accessible (providing an opportunity to choose the most beneficial form of education); (4) complex (determining the place and the role of all educational subjects involved in the process: students, teachers

and other specialists, parents/guardians, local community); and (5) elastic (providing an opportunity to introduce changes caused by new legislation and academic discoveries). Without a doubt, educational inclusion requires mainstream schools to be prepared to welcome students with special educational needs. This includes such elements as a staff who is prepared both meritorically and methodically, logistics (for example, the elimination of architectural barriers), but also a school environment and local community positive toward inclusive education.

Statistics show that the model of teaching students with special educational needs in Poland is moving from the segregation model toward the inclusive model. Jan Pańczyk (2008, p. 53) notes that given the fact that the level of segregation in teaching students with special educational needs is decreasing, it can be predicted that in five years the level of segregation will be near zero. The 2015 data allows researchers to trace the trajectory of the level of segregation (Głodkowska, 2017a). On the level of elementary schools, the data pertaining to the number of students with special educational needs allows one to calculate the level of segregation for different learning disabilities (Głodkowska, 2017a). Therefore, on the basis of the 2015/2016 data it can be inferred that the level of segregation for all students with special educational needs in elementary schools is 35.18%, although the level of segregation for students in middle schools is relatively higher (50.07%). The highest level of segregation can be observed among deaf-blind students, students with multiple and complex disabilities, as well as students with recently discovered syndromes (65.87%). The level of segregation is significantly lower among students with intellectual disabilities, blind and with low vision, deaf or hard of hearing, and students with social problems and chronic diseases (36.08%). The lowest level of segregation, on the other hand, can be observed among gifted students, students with special educational needs due to cultural differences, students with the autism spectrum, students with cerebral palsy, students with attention deficit hyperactivity disorder, and students with speech disabilities (14.15%). However, must be noted that the levels of segregation for these groups of students can only serve as the basis for an approximate analysis of the accessibility and provision of education (Głodkowska, 2017a).

The third aspect – inclusive education – is directly related to educational activities undertaken in a school/classroom and directed at a specific student. Inclusive education is a process of joint learning and spending time with students with special educational needs and their peers. This process is supposed to provide a student with a sense of belonging to a school and secure appropriate support (technical, methodical, psychosocial, and logistical) in order for them to succeed. Looking at these facts from the perspective of special pedagogy, the direct effects of teaching in special education is related to the following elements: (1) diversification of needs and capabilities of students, (2) adjusting (accommodating) the conditions of teaching and learning, and (3) building harmonised educational relations and contexts (Głodkowska, 2017a). Diversification, accommodation, and harmonization

are well-known canons of special didactics, which constitute vital areas of inclusive education. One of them – diversification – requires a careful diagnosis of each student with special educational needs, as well as his family and peer group, in which the process of joint learning takes place. An individual diagnosis provides an opportunity to develop an appropriate educational and therapeutic programme, whose implementation needs to be regularly assessed in terms of its course and effectiveness (accommodation). At the same time, the process of learning requires educational contexts and social relations which guarantee the presence and participation of all students (harmonization) (Głodkowska, 2017a).

It has to be underlined that the canons of special didactics define the participants of social inclusion, educational inclusion, and inclusive education. The direct subjects of these processes are students with special educational needs, their parents/guardians, teachers and other specialists, as well as their social peer group and local community. The inclusive system of education creates the conditions necessary to provide each subject with an effective way of fulfilling their tasks. Both students with special educational needs and students who do not have such needs should be able to fulfil their educational and developmental needs. Parents should receive adequate support in order to make effective decisions about their children with special educational needs. The parents of children with no special educational needs, on the other hand, should be convinced that the participation of their children in inclusive education is not a setback but rather a gain in terms of their development. Teachers should be able to develop their pedagogical and therapeutic skills and use them in their work with all students. Other specialists should have a sense of being actively engaged in the process of evaluation, counselling, and social rehabilitation, this fulfilling its main goal: providing every student with a developmentally beneficial educational experience. However, it bears mentioning that the effective implementation of educational inclusion (an education system) and inclusive education (mainstream schools) is dependent upon social inclusion. This process, on the other hand, relies on a socially inclusive culture characterised by positive, understanding, and respectful attitudes toward otherness and Others, as well as acceptance of learning children with special educational needs and their peers spending time together. Without a doubt, educational inclusion, understood as the state's education policy and relevant legislative acts regulating the place of special education within the wider education system, constitutes the basis for the implementation of inclusive education in mainstream schools.

However, in reality education systems often fail to meet the expectations of and fulfil the hopes of including every child, regardless of her or his needs. In fact, there are instances when integrative or inclusive education is not beneficial to some children with disabilities, who instead would find better conditions for their development in special schools. In some cases, students in special schools would be able to integrate with their nondisabled peers if they were given enough support.

Teachers and other specialists should be particularly careful in such cases. In addition, children should undergo careful and regular evaluation and mainstream, integrative, and special schools should cooperate. The common goal is to provide children with a form of education that is appropriate for their needs and abilities and which will give them an opportunity to develop, participate, and succeed. To summarise, I would like to recall two earlier statements: (1) a socially inclusive culture is indispensable for the implementation of actual special education and the idea of "unity in diversity" and (2) segregative (special schools) and non-segregative (integrative and mainstream schools) should cooperate and complement each other, since education can have "many names" (such as special, mainstream, integrative, or inclusive schools) and its diversity and, consequently, unity creates the conditions in which the individual needs of all the students can be met.

Patterns and canons of special didactics – general facts and trends in educating students with special educational needs

The model of educational changes from the perspective of teaching according to differences is the result of a fresh look at the patterns and canons of special didactics as tools of the generalisation and systematisation of educational reality (Głodkowska, 2017a). The first special didactics textbook was published in 2010 (Głodkowska, 2010). It identified and defined the patterns of special didactics which constitute the basis for my analysis of current educational settings and trends in changes occurring in special education. I realised that those patterns are fundamental to ensuring the independence and identity of this fragment of educational reality in order to strengthen the academic status of special didactics. Relying on my earlier research papers (Głodkowska, 2010, 2012), in 2017 I renewed my analysis of the patterns of special didactics. On the one hand, I tried to redefine them and, on the other, I wanted to look at them through the lens of changes in education and the modern world, as well as academic achievements in the field of special educational needs (Głodkowska, 2017a). Furthermore, I clarified their meaning (definitions, classifications) and outlined the systematic of special didactics, which later became the starting point for my analysis of special didactics (Głodkowska 2017b).

Moreover, I named and defined ten features of special didactics.[1] My renewed reflections made me realise that this way of patterns formulating helps to outline

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[1] Patterns of special didactics:
1. The right to equal access to education – a legally guaranteed place within the education system and psychological and pedagogical support
2. Diversified education – different forms of teaching and learning within one system of education

a promising theoretical and empirical field whose examination may be resumed through reconstructed interpretations and new frameworks describing the crucial aspects of special education. In this paper, the patterns of special didactics are utilised as a tool for a theoretical and methodological investigation.

Since I believe that the patterns of special didactics should be used to create new definitions, applications, and reflections, in this study I construct the model of educational changes from the perspective of teaching according to differences (MEC-TaD). Furthermore, I hope that the conclusions of this article will help to illustrate that the presented construct of the patterns can find a place in special didactics and constitute a complementary method of learning about and explaining educational changes in the process of teaching students whose educational needs require special didactic accommodations and methodological solutions. Therefore, the three categories of the space in which a teaching-learning process takes place (student, conditions, teacher) allowed me to outline the three canons of special didactics: (1) diversification, (2) accommodation, and (3) harmonization (Głodkowska, 2017a[2]).

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3. Participative education – building better schools for all
4. Diagnostic education – educational adjusting based on a careful evaluation
5. Subjective education – treating each person participating in the process of education as a subject
6. Education in an integrative space – connecting, cooperation, understanding
7. Harmonized education – balancing educational situations and contexts
8. Professional education – a special education teacher is an important person in the process of teaching students who require special realization of their educational needs
9. Liberating education – every human is valuable
10. Education with pedagogical optimism – discovering the Archimedean point of a human (his or her point of strength) (Głodkowska 2017a).

[2] The canon of special didactics from the perspective of the educational category of a student – diversification – describes hi/her educational needs (pattern: diagnostic education) by taking into consideration the student's intellectual, social and emotional development (pattern: participative education) and his or her autonomy and self-determination (pattern: subjective education). Furthermore, it analyzed selected aspects of the liberating education pattern which regards the developmental dynamism of a student expressed through his or her developmental potential, as well as an optimistic outlook on life. The second canon of special didactics – accommodation – regards those fields of education that deal with the process of education in terms of legislation, didactical solutions adopted in the process of teaching and learning, and a description of the social environment of a student. The third canon – harmonization – describes the field of educational relations and contexts in which a teacher undertakes different professional actions while organizing the process of teaching and learning in order to balance and synchronize various educational situations to achieve the desired educational results.

The construct of the canons of special didactics built within their framework directs the way the model of educational changes from the perspective of teaching according to differences was built. The basis of this model, as previously discussed, constitutes an important value in recognising the needs and abilities of students (diversification), creating individual teaching contexts (accommodation), and building educational relationships (harmonization). In order to justify the way I expose the differences within the model, I invoke the expanded conceptualisation of inclusive education formulated during the International Conference on Education UNESCO in Geneva (2008). The conference participants formulated a definition in which they stated that "inclusive education is an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination" (UNESCO, 2009, p. 126). The main idea of this definition is based on the statement of Michael Oliver (1996), who observed that without changes in many areas of social life actual inclusion will never come to fruition. These changes mainly deal with the differences between people which, as a result of the ongoing processes, should gain a positive social outlook. The author concludes that thanks to acknowledging and respecting such differences, education systems become morally involved in the process of inclusion, schools become friendly spaces in which all students can develop and succeed, teachers get involved in cooperation with all participants of the teaching and learning process, and school curricula are free from disablist statements (Oliver, 1996, p. 83). The proposed model of educational changes refers to the aforementioned observations, which emphasise the importance of differences and diversity in creating an education system for students with special educational needs.

The model of educational changes from the perspective of teaching according to differences (MEC-TaD)

Education is not only a domain of pedagogy, but also of the wider interdisciplinary theoretical and empirical perspective which includes psychology, sociology, philosophy, and anthropology, among others. The last decades of the 20th century initiated a breakthrough in educational approaches toward students who require accommodations in the process of learning and teaching. The time had finally come for the implementation of normalisation visions of education, which in different countries take different forms: from providing a quality education in segregative institutions to a full inclusion of students in mainstream schools.

Education systems undergo constant changes due to the evolution of our knowledge about people and the world around us. Therefore, it is crucial to address not only their validity, but also their direction and significance to those who directly

participate in the process of education – students, teachers, and parents, as well as local communities and society at large. It is necessary for a change to occur everywhere. Therefore, it can be stated that the idea of normalising people with disabilities developed in the second half of the previous century became the basis for the new approach to education. It initiated changes which laid down the basis for a new paradigm in pedagogy, namely inclusive education.

Educational changes can be and are analysed from different perspectives. In the presented model, I propose to investigate those changes from the perspective of German American psychologist and pioneer of social psychology Kurt Lewin (1947). Lewin developed the change management model which places great importance on those who actively participate in the change. In Lewin's model, the effectiveness of that process is dependent upon the course of three crucial phases: (1) unfreeze – the old ways and structures have to be dismantled; (2) change, which has to be carefully planned; (3) refreeze – the reorganisation ceases to be viewed as a novelty and therefore in the minds of its participants it becomes natural. In the context of Lewin's change model, it can be assumed that the unfreeze phase of the change in the process of educating people with disabilities was initiated by the paradigm of normalising living conditions and growing social movements in the area of human and disability rights. As a result of the long-term processes that ultimately changed the mentality of society at large, it became evident that nondisabled and people with disabilities can coexist. This ultimately led to the gradual erasure of the barriers between the worlds. Social inclusion, strengthened by a socially inclusive culture, used to play and still plays a crucial role in the process of unfreezing.

The second phase – change – relates to all the issues concerned with educational inclusion (inclusive education system) and inclusive education (specific inclusive pedagogical actions). In its general meaning, the change occurs in the direction from segregative education to inclusive education. It is a complex multi-layered process that requires a systematic and careful analysis of its course and effectiveness. It subsequently necessitates purposeful and planned actions supported by the models that enable the operationalisation of crucial modelling elements, conditions, and parameters for the measurement of the effectiveness of education. In this regard, it is essential to create appropriate tools to measure the effects in the new educational settings. It can be assumed that in this stage of the model of educational change, it might be useful to utilise such canons of special didactics as diversification, accommodation, and harmonization in order to systematically evaluate educational development from the perspective of teaching according to differences.

Refreeze, the third phase of the change management model, allows researchers to look at "social inclusion", "educational inclusion", and "inclusive education" as categories linked by their interrelations, conditions, and motivations. Refreeze-oriented actions are supposed to consolidate the reorganisation efforts in such a manner that they are no longer viewed as a novelty. As a result, they do not

cause fear or anxiety anymore, but instead constitute a natural process of education as dictated by teaching according to differences. At this stage of refreezing, it is crucial to develop ways of embedding the change through such actions as, for example, providing teachers with opportunities to enhance the skills required for working in diverse classrooms. In addition, it is crucial to promote and celebrate all successes caused by the change itself.

However, the presented model of a three-stage educational change in the perspective of teaching according to differences does not provide simple solutions. Problems and doubts arise, which is inevitable when so many complex conditions, relations, and social expectations are in play. As a consequence, the following questions might arise: How are mental schemes, prejudices, and stereotypes unfreezed (or defrosted) to allow changes in social consciousness to be recognised as positive aspects of social life? How can complex and multilayered, but also effective, educational change be planned for? How does society make it to the stage of refreezing and embedding the change? What are the criteria of a satisfactory educational change? We will not avoid questions and problems, because the reality of education is prone to changes and tends to be unpredictable. As a result, it constantly requires new research, explanations, models, and reports.

From the very beginning of the idea of inclusive education, researchers have been looking for effective ways of documenting its features, as well as its conditions and change dynamics. Therefore, Mel Ainscow (2005) identifies two potentially strong factors of change: (1) transparency in defining changes in reference to the idea of inclusion, and (2) the reliability of indicators used for the purpose of evaluating educational results.

Tony Booth (Centre for Educational Research, Canterbury Christ Church University College) and Mel Ainscow (Centre for Educational Needs, University of Manchester) developed a tool to measure the level of inclusion in a school – The Index for Inclusion (Booth & Ainscow, 2002). The Index makes it possible for a given school to self-evaluate its level of inclusion on the basis of the following indicators: culture, policy, and practice, but also the barriers to learning and participation of all students. Consequently, the Index can become an integral part of all development policies existing in a given school and encourage schools to conduct a comprehensive analysis of all their actions. The interpretation of the results helps to describe not only a situation in a given school, but also to outline what has to be done in order to achieve full inclusion. Carefully analysed results allow researchers to undertake relevant actions whose effects, change dynamics, and progress in building inclusive education will be regularly assessed.

The goal of this paper is to develop a model of educational changes leading to the achievement of teaching according to differences (which is a term characteristic of inclusive education). For this purpose I use the following previously defined terms: social inclusion, educational inclusion, and inclusive education. In addition, I include

patterns and canons of special didactics (Głodkowska, 2017a). This way, I build the model of educational changes in which diversification, accommodation, and harmonization (canons of special didactics) constitute the basis to creating conditions for the process of inclusion in education. These canons directly refer to inclusive education, which (as shown previously) is related to social inclusion and educational inclusion. Diversification, accommodation, and harmonization are characterised by polar features. Diversification, which is tied with the categories used to describe a student (their educational needs, participation, subjectivity, development dynamics) (Głodkowska, 2017a), can therefore be considered from the following perspectives: (1) existing resources, (2) resource management, and (3) resource development. Each of these aspects, on the other hand, can be placed within the change continuum. The first one, existing resources, involves not only recognising a student's limitations and learning difficulties, but also appreciating and utilising their abilities, or, in other words, resources. The second, resource management, leads from a lack of independence to self-determination and autonomy. Finally, the third, resource development, traces its trajectory from allowing stagnation and ignoring development tasks to focusing on progress and strengthening students' developmental dynamics.
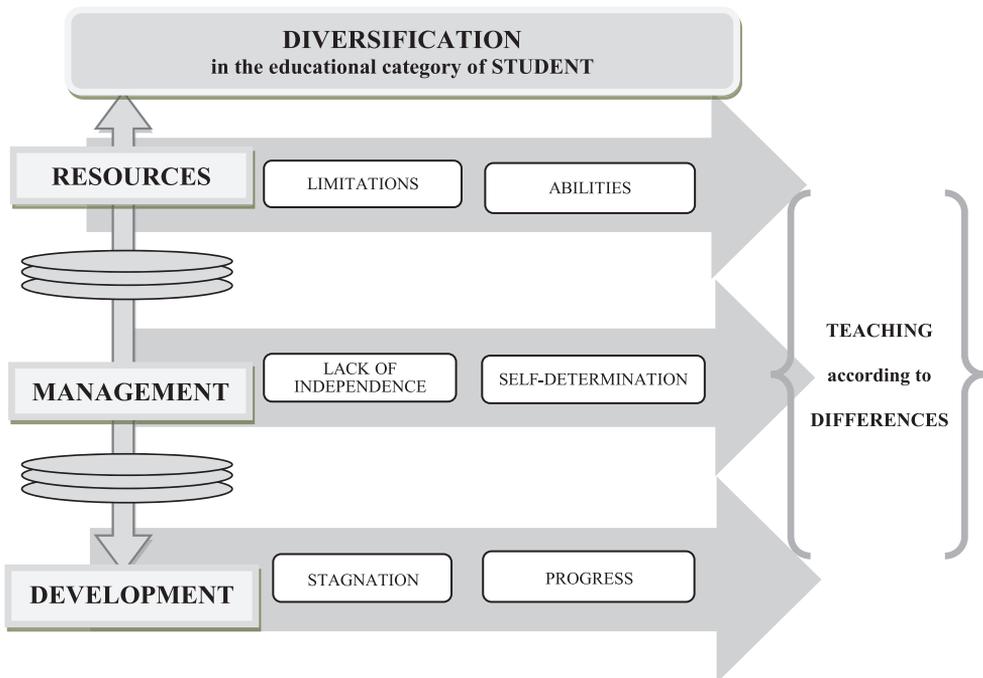
Figure 2. Categories describing STUDENT – an explanation of diversity within a continuum of educational changes
Source: own study.

In general, it can be said that the DIVERSIFICATION rule describes situations which might be both a catalyst and a barrier for implementing educational changes from segregation to inclusion, from focusing on a student's limitations and difficulties to appreciating their strengths, from ignoring differences amongst students to celebrating them, and from homogeneity to heterogeneity in diagnosis and teaching.

Interpretation of the DIVERSIFICATION rule allows the identification of the following didactic recommendations:

– Careful, complex, and individual diagnosis of students with learning difficulties is the starting point to design a special education process.
– The diagnosis should possess the following features: complex, positive, developmental, profiled, non-invasive, and prognostic.
– The diagnosis should provide all the necessary information about students' educational needs such as cognitive activity needs (cognitive curiosity), communication needs (interpersonal communication), exploration and experimentation needs (cognitive exploration), and the need for development and task satisfaction (task receptivity).
– An individual diagnosis has to be used to outline an optimal education path for a student, as well as identifying the most appropriate form of teaching and learning.
– The beginning and continuation of school education should be marked by teachers regularly providing answers to the most basic question, that is: How does a student fulfil their tasks?
– In order for students to be aware of various norms and values, they need to be taught to pay attention to not only similarities but also differences.
– Bipolarity or diversity creates the conditions needed for natural coexistence in the process of teaching about differences, contrasts, and disability.
– With respect to their abilities, students need to be provided with activities and chances for autonomy in their social environments. In addition, their quality of life has to be constantly improved and they need to be encouraged to participate in different situations so that they can be prepared for future challenges.
– The important aspect of the teaching and learning of students with special educational needs is first to enable them to participate in the process of decision-making, and then to make their own decisions.
– It is crucial to build relations based on knowledge about disability kindness and acceptance between people with disabilities and nondisabled people.
– Education, and in particular education of people with disabilities, should not lead to alienation, but instead should facilitate a sense of belonging to a peer group.
– Various educational activities should allow the recognition and utilisation of the potential and strengths of all students.

In terms of ACCOMMODATION, educational conditions can be characterised by the following features: accessibility, participation, and belonging, which allows one to trace the trajectory of educational changes in the direction from barriers to the lack of them, from passivity to engagement, and from isolation to participation (Figure 3.).

In general, ACCOMMODATION describes both educational inclusion (the legal basis of integrative/inclusive education) and inclusive education (diverse quality education, friendly, accepting, and integrating schools). They can either facilitate or hinder educational changes aimed at moving from segregation toward inclusion.
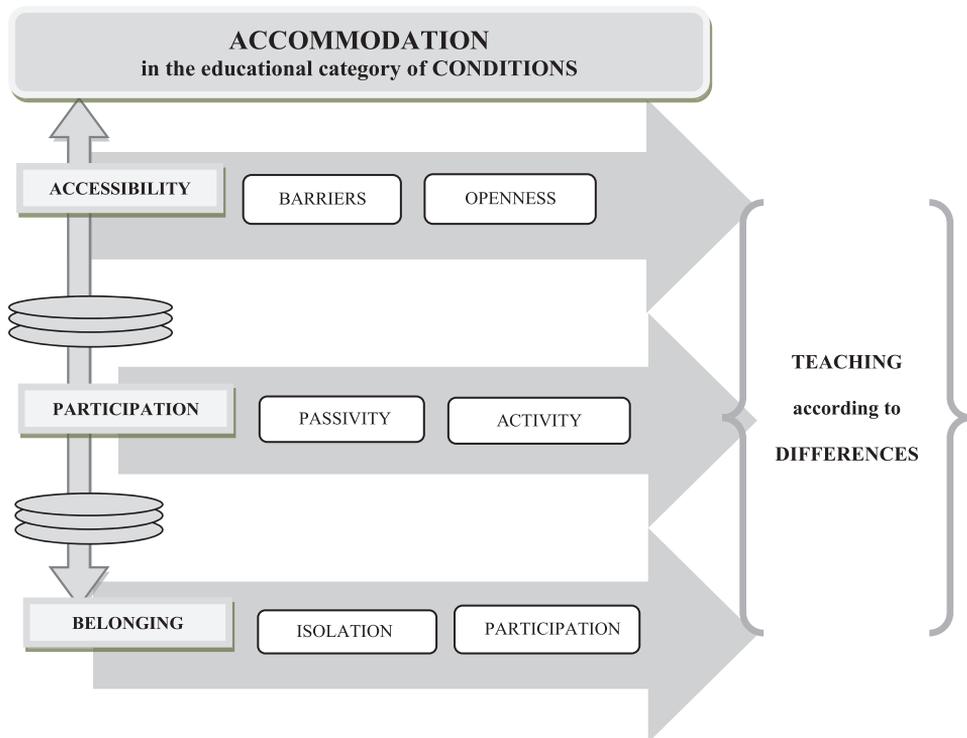
Figure 3. Categories describing CONDITIONS – an explanation of accommodation in the continuum of educational changes
Source: own study.

On the basis of my earlier research in this area (Głodkowska, 2017a), the following recommendations, pointing to the "teaching according to differences" direction of changes, can be formulated for the implementation of the ACCOMMODATION rule:

– The goal of education system is to provide a high quality education to all students.

– Education system should provide all students with an optimal placement, as well as equal opportunities, specifically when it relates to students with special educational needs.
– Students' diverse educational needs are the basis for an education system in which different forms of education can coexist: segregative, integrative, and inclusive.
– Education system should consider parents and guardians as important subjects participating in the process of education, since they have the right to decide about the place and the course of their children's education.
– In case of students with special educational needs, decisions about the form of education most appropriate for them (segregative, integrative, inclusive) should be made very carefully.
– Decisions about the most appropriate form of education should be made on the basis of a careful and complex evaluation, conducted as often as possible and repeated at different stages of students' development.
– While designing educational activities, it is crucial to consider the cognitive, emotional, and social needs of a student.
– Shaping the social identity of students with special educational needs is essential in designing goals, content, and methods of teaching.
– Building peer groups is vital in the field of education.

I look the rule of HARMONIZATION from three perspectives: contextuality, teacher's skills, and their outlook on life. An analysis of these aspects allows me to paint a more detailed and fair picture of a teacher and her/his pedagogic activities. Therefore, contextuality can be traced from the state of the lack of understanding and destabilisation to understanding and the ability to synchronise various educational situations. Teachers' skills can be traced from their incompetence to professionalism, in addition to their outlook on life – from pessimism to optimism and pedagogical hope (Figure 4.).

Recommendations made on the basis of the analysis of the rule of HARMO-NIZTION help to accentuate the following facts:

– A reflexive teacher who possesses comprehensive knowledge is more likely to successfully face challenges caused by unexpected educational situations.
– Building professional and reflexive education skills is a long-term process which requires teachers to be involved, open, and sensitive.
– A special educator is an important member of every team.
– A competent teacher harmonises external conditions of teaching and learning (different students, environment, methodological solutions) with internal conditions (students' needs, abilities, capacity, motivations, and emotions).
– A teacher's capacity to harmonise educational situations depends on her/his ability to deal with difficult situations.
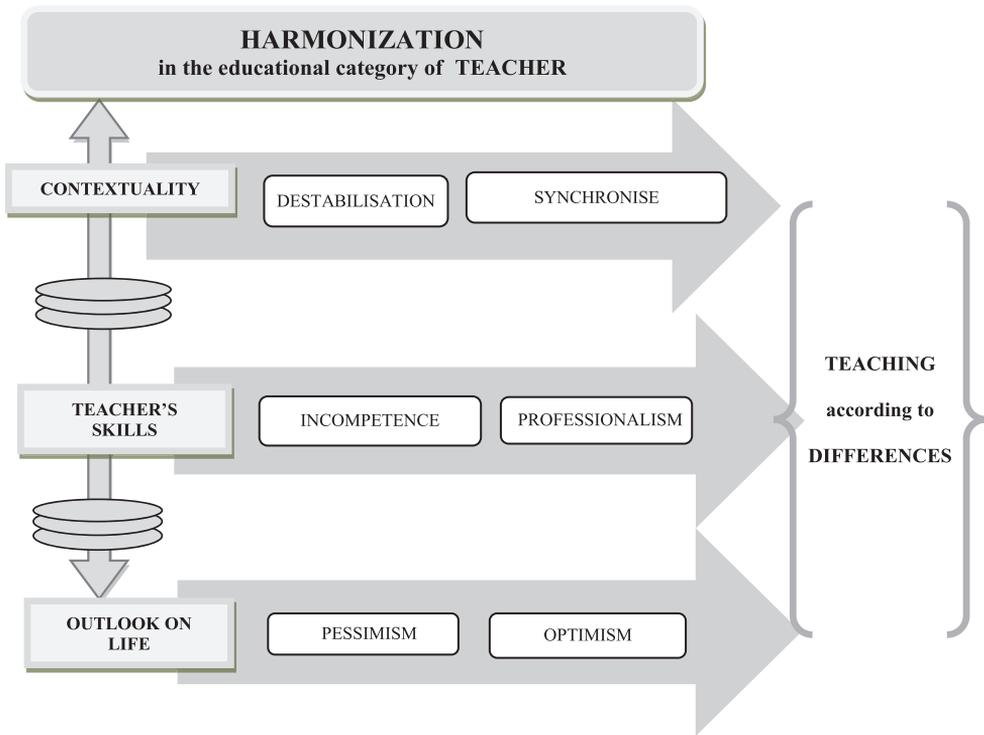
Figure 4. Categories describing TEACHER – an explanation of harmonization in the continuum of educational changes

Source: own study.

- A teacher should possess skills that allow her/him to create an atmosphere of cooperation between different subjects (students, teachers, other specialists, parents, etc.).
- Optimism, kindness, inspiring relations with students, and cooperation based on mutual kindness and respect are crucial in every educator's work.

The outlined canons of special didactics in the context of changes can be helpful with further analyses and presentations. For example, they help to create a matrix of the key aspects of an educational change aimed at building a school good for all (Table 1.).

The matrix of the key aspects of a school good for all presents important elements of educational changes. The matrix contains the positive aspects of teaching according to differences concerned with a student, such as diversification (diverse abilities, self-determination, progress), conditions and accommodation (openness, activity, participation), as well as the aspects concerned with a teacher: harmonization (synchronization, professionalism, optimism) (marked with two grey arrows in

Table 1. Matrix of the key aspects of educational changes from the perspective of teaching *according to differences*

Teaching according to differences	Diversification			Accommodation			Harmonization			Education ignoring differences
	Abilities	Samosta-nowienie	Progress	Openness	Activity	Participation	Synchronise	Professionalism	Optimism	
A	X									Limitations
S		X								Lack of inde-pendence
Ps			X							Stagnation
Os				X						Barriers
A					X					Passivity
P						X				Isolation
S							X			Destabilisa-tion
Pm								X		Incompetence
O									X	Pessimism

Table 1.). In addition, the matrix reveals that the negative forms of the three general and the nine detailed aspects can lead to a situation in which teaching according to differences is ignored (marked with a dotted arrow).

Each of those aspects (diversification, accommodation, and harmonization) can be applied with a different level of intensity since each of them displays a continuum of negative and positive features. It has to be highlighted, however, that in a situation when one of the aspects is either inadequate or absent from a given school, negative educational results can exacerbate (in Table 1. the example of this is marked with three black arrows). For instance, inadequate implementation of the diversification rule might lead to the following issues: insufficient attention paid to the capacity and abilities of a student which might result in dependence, missing

developmental milestones, ignoring the differences between students, limitation of their autonomy, developmental stagnation of students, and a lack of remedial actions. Furthermore, inadequate attention to accommodation might result in keeping in place the barriers to effective learning, defensive reactions and avoidance in students, passivity, isolation from a peer group and local community as well as communication issues. A limited implementation of the rule of harmonization might consequently lead to such problems as a lack of understanding between different subjects participating in the process of education (students, parents, teachers, and other specialists), in addition to emotional neglect, teachers acting in an incompetent manner, and, finally, pessimism and symptoms of professional burnout. It has to be underlined that those three canons/categories of the model of educational changes from the perspective of teaching according to differences and their symptoms do not exist in a vacuum. For example, the lack of attention to the process of diversification results in the inadequate accommodation, which might be proof of a lack of teacher professionalism. These connections can be analysed from many different perspectives, thus allowing for a more detailed description of the processes at hand.

The analysis of the model of educational changes from the perspective of teaching according to differences (MEC-TaD) allowed me to develop the following formula:

$$f(EC\text{-}TaD) = f(D) \wedge f(A) \wedge f(H),$$

where educational change f(EC-TaD) is a function of diversification f(D), accommodation f(A), and harmonization f(H). The sign of conjunction accentuates the relationships between the discussed parameters and leads to the conclusion that an educational change from the perspective of teaching according to differences is impossible to implement when one of the elements equals zero (meaning that conjunction also equals zero and there are no educational changes).

It can be assumed that the process of operationalising the educational aspects previously presented in the model could be useful in constructing a diagnostic tool to measure educational changes from the perspective of teaching according to differences. By using this effective tool mainstream schools can answer the following questions: What is the current state of their school when it comes to the implementation of the "school beneficial for all" rule? How much has already been done in this regard? Is a school in the "defreezing", "change", or "refreezing" phase? What has to be done in the area of diversification, accommodation, and harmonization?

The final reflection on the construction of the model of educational changes from the perspective of teaching according to differences

Social change can be understood as the difference between the state of society at one point in time and its state at a different point in time. Therefore, it is a movement from one state to another. In this paper, I made an attempt to name the aspects and outline the direction of educational changes in a situation where the main goal of this process is teaching according to differences as one of the most fundamental conditions for developing a school good for all.

On the basis of the previous studies and analyses presented in this paper, it can be argued that the effectiveness of educational changes from the perspective of teaching according to differences relies upon numerous aspects. One of them is the openness of mainstream schools and their readiness to accept children and young people with special educational needs; the elimination of architectural, psychological, and social barriers; training teachers and other specialists to diagnose and acknowledge the diverse skills and needs of students with special educational needs; and the effective accommodation of the process of learning and harmonization of educational contexts and relations. It is crucial to build schools where acceptance and respect constitute inalienable rights in order to ensure that different students can be present and participate in the joint process of teaching and learning. This complex educational model requires the convincing of all its subjects (students, parents, teachers, other specialists, and local communities) that differences have a significant educational and social value, and that they make our coexistence more meaningful.

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A socially inclusive culture as a source of the model of educational changes from the perspective of teaching according to differences

Abstract

In this paper, I introduce the model of educational changes from the perspective of teaching according to differences (MEC-TaD). This model is built upon the basis of the following theses: (1) The idea of normalisation of living conditions is a reason for the transition from segregation to inclusion in education; (2) The course of educational changes

is a multidimensional process that leads to a situation in which teaching according to differences is no longer considered a novelty, but a natural way of inclusive learning; (3) A socially inclusive culture is a condition for the development of actual inclusive education and the implementation of the concept of "unity in diversity"; (4) *Disability studies* constitute the basis for inclusive education by accentuating that disability is a normal social phenomenon; (5) Patterns and canons of special didactics provide inspiration for the development of the model of educational changes from the perspective of teaching according to differences. In this article, I focus on the general meaning of educational changes with an emphasis on an education system that is good to everyone and in which segregative schools (special schools) and non-segregative ones (integrative and mainstream schools) cooperate and complement each other in order to provide a good quality education for all learners. Therefore, I argue that all forms of education, that is special, mainstream, integrative, and inclusive schools, can, in their diversity, create conditions able to meet all students' educational needs. Using my own research in the area of patterns and canons of special didactics, I develop a model of changes that underlines the need to discuss and research important aspects of current educational settings in order to successfully implement teaching according to differences.

Keywords: inclusive culture, educational inclusion, inclusive education, patterns of special didactics, canons of special didactics, teaching according to differences, model of educational changes

Self-determination and creating a just society for all[1]

Michael L. Wehmeyer*

Introduction

The General Principles (Article 3) of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) provide the standard for how people with disability should be treated as embodying "respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and the independence of persons." Further, Article 24, describing Education, confirms the right of persons with disabilities to an inclusive education at all levels and lifelong learning directed to "[t]he full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity."

These issues of autonomy, choice, and self-determination, and how we, as a field, move forward in the 21st century to provide inclusive education and to support people with disabilities to achieve full citizenship and participation are of critical importance. It is relevant, however, to take a closer look the CRPD General Principles and at the first statement; that is, that the principles of the convention shall be respect for inherent dignity of persons. Inherent refers to a permanent and inseparable element, quality, or attribute. Dignity refers to a state of worthiness and honor; an elevated rank or grandeur. What the CRPD is stating with regard to the inherent dignity of people with disabilities is a claim for innate, immutable worthiness. And yet, far too often in history, just the opposite has been true. People with disabilities have been stigmatized, marginalized, and discriminated against as a function of their status as a person with a disability. Rather than being seen as people worthy of respect and valued, people with disabilities have been seen as different and defective (Smith, Wehmeyer, 2012; Wehmeyer, 2013).

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This is in large measure because for most of history, disability has been seen as a problem or a fault within the person. Disability was understood within a model that was an extension of the medical model that conceived health as an interiorized state and health problems as an individual pathology. Within such a context, disability was understood to be a characteristic of the person; as residing with the person. The person was viewed as broken, diseased, pathological, atypical, or aberrant; as outside the norm. Not surprisingly, such attributions led mainly to segregation, and disability was associated with negative societal outcomes and people with disabilities viewed as social problems (Wehmeyer, 2013). The introduction of intelligence testing in the early 20th century, particularly with the introduction of "mental age" estimates, led to infantilization of people with disability (Smith, Wehmeyer, 2012).

Toward the end of the 20th Century, however, it became evident that traditional conceptualizations of disability were no longer useful. As people with disabilities became more and more a part of society, in part because of protections afforded by civil rights legislation worldwide; as they held jobs, succeeded in education, and became contributing members of society, conceptualizations of people with disability as broken or diseased no longer made sense. If a person was capable, even with some supports, of holding a meaningful job or succeeding in college, in what ways was that person really "broken?" There emerged a world-wide disability civil rights movement demanding protections for equal access and against discrimination that, in turn, created an international self-advocacy network of people with disabilities speaking up and out for themselves (Driedger, 1989; Williams, Shoultz, 1982).

Strengths-Based Models of Disability

Thus, over the past 20 years, traditional conceptualizations of disability have begun to be replaced by ways of thinking about disability that focused more on the interaction between personal capacity and the context in which people with disabilities live, learn, work, and play. Particularly, two World Health Organization taxonomies of disability, The International Classification of Impairments, Disabilities, and Handicaps, or ICIDH (WHO, 1980), introduced in 1980, and the International Classification of Functioning, Disability, and Health, or ICF (WHO, 2001), which was introduced in 2001. The ICF, which was particularly important in emerging strengths-based approaches, provides "a multidimensional framework for the description of human functioning and disability" (Buntinx, 2013, p. 9). In the ICF, functioning is used as an umbrella term for "neutral or non-problematic functional states," and disability is used as "an umbrella term for problems in functioning" (p. 9). Importantly, disability is presented in ICF as

part of and not apart from typical human functioning. The ICF framework looks at the interactions of impairments to body structure and functions (due to health or medical issues) with environmental factors and personal factors on a person's activity and participation.

The focus of models such as the ICF, often termed social-ecological or person-environment fit models, shifted from an emphasis on disability as deficits and disability as residing within the person to a focus on the fit between a person's capacities, their strengths, and the demands of the context in which he or she might live, learn, work or play. Within such conceptualizations, disability resides only in the gap between what the person can do and the demands of the environment, and the degree to which we can reduce that gap, then although the impairment that resulted in disability doesn't go away, the disability becomes, in essence, irrelevant (Thompson, Wehmeyer, Hughes, 2010).

This shift in conceptualizing disability has multiple implications for the field. First, as has been mentioned, this is a strengths-based approach to disability (Wehmeyer, 2019). Second, these person-environment fit models emphasize disability within the context of typical human functioning, and not in some way apart from the typical human experience. Third, by defining the *disability* as a function of the reciprocal interaction between the environment and the person's capacities, the focus of the 'problem' shifts from being a deficit within the person to being the relationship between the person's functioning and the environment and, subsequently, to the identification and design of supports to address the person's functioning within that context. Finally, there is an increased focus on promoting participation and emphasizing supports, and not programs.

Participation

The ICF conceptualizes disability in large measure based upon the impact of health factors, personal factors, and environmental factors on a person's activities (engagement in tasks) and participation. WHO defines both participation as involvement in a life situation. In our own work, we've defined participation as a person's self-determined involvement in a pattern of life (i.e., roles, life situations, and activities) where self-determined involvement refers to a person's active, intentional, volitional, and goal-directed engagement in the roles, life situations, and activities that comprise daily life (Dean et al., 2016). So, the ICF positions disability as functioning within typical contexts and emphasizes participation in typical daily activities that lead to full citizenship and dignity, thus providing a pathway to conceptualizing disability in ways that lead to the fulfillment of the principles espoused by the CRPD.

Supports

These strengths-based models focus on the importance of supports to improve the fit between a person's capabilities and the demands of the context. Supports are, quite simply, resources and strategies that are personalized and enable people to access other resources, information, and relationships within integrated environments and that result in increased integration and enhanced personal growth and development (Thompson et al., 2010). That enable, essentially, people to live self-determined lives. Further, supports "refer to an array, not a continuum, of services, individuals, and settings that match the person's needs" (Luckasson, Spitalnik, 1994, p. 88) where the person is in the center, and types of supports radiate out from self-directed and self-mediated supports, to supports from the person's family and friends and non-paid supports, like coworkers or neighbors, to generic supports (those that everyone uses) and specialized supports, like those provided in a disability service system. Importantly, supports have the unambiguous intent to enhance community integration and inclusion; are individually designed and determined with the active involvement of key stakeholders in the process, particularly the person benefiting from that support; and require an active and ongoing evaluation of the ecological aspects of the disability (because the disability can only be defined within the context of the functional limitation and the social context). Efforts to design supports focus heavily on changing aspects of the environment or social context or providing individuals with additional skills or strategies to overcome barriers in those environments.

As an example of work in the area of strengths-based approaches, Shogren and colleagues have been working with the VIA Classification of Strengths (Peterson, Seligman, 2004) as a means to focus on strengths for youth with disabilities. The VIA Inventory of Strengths-Youth (VIA-Youth) is a measure of character strengths for children and youth ages 10–17. Shogren and colleagues (Shogren et al., 2017; Shogren et al., 2018) examined the psychometric properties of the VIA-Youth with youth with intellectual disability, determining that youth with intellectual disability assess their character strengths using the VIA-Youth. Shogren, Wehmeyer, Forber-Pratt, and Palmer (2015) then created a guide for to support youth with intellectual and developmental disabilities to complete the VIA-Youth. This provides educators with a guide to supporting youth with disabilities to assess their strengths so as to build educational programs around those strengths.

Implications of Strengths-based Approaches to the Education Students with Disabilities

As Wehmeyer (2019) described, here are multiple emerging best and effective practices in the education of learners with a disability that illustrate the application of

person-environment fit models of disability to educational practice and that, in turn, promote greater inclusion. These include the implementation of Universal Design for Learning and the use of technology to promote greater access to curricular materials; schoolwide applications like Positive Behavior Intervention and Supports and Multitiered Systems of Supports; the application of a personalizable education; a focus on self-determination and self-determined learning, and active student involvement and engagement in educational planning. All of these take approaches consistent with social-ecological or person-environment fit models of disability by focusing as much on changing the environment and the context and providing supports as on changing the person.

Schoolwide Applications

When the focus on educating students with disabilities shifts from a focus on deficits within an individual student to considering the student's strengths and the demands of the environment, schoolwide educational applications become more important. Schoolwide applications to support inclusion and student success. For example, multi-tiered systems of supports combine schoolwide efforts to implement positive behavior supports with response-to-intervention models to promote academic achievement. In these multi-tiered systems of support efforts, educators alter the context (e.g., level of intervention) as necessary to ensure student success. All students receive high quality instruction (Tier 1), and for those students who are having difficulty learning, what changes is the type or intensity of the intervention, rather than pulling the student out (Wehmeyer, 2019).

Universal Design for Learning

The principle of universal design emerged from the field of architecture and (in that context) suggested, quite simply, that all buildings/environments should be accessible to all people without the need for modification or adaptation. These principles were subsequently applied to the design and development of consumer products and assistive devices with the same intent; that is to ensure that members of certain groups, like people with disabilities or people who are elderly, can access the environments or products that could enhance their quality of life. Buildings are designed with adequate ramps, wide doors, or accessible restrooms, and products are designed with simple controls and clearly understandable uses.

Given the emphasis of universal design principles on "gaining access" to environments and products, it seemed logical that educational policymakers would turn to this principle to support students to gain access to the general education

curriculum. Researchers at CAST, a research center in Boston, pioneered the ideas pertaining to Universal Design for Learning, or UDL (Rose, Meyer, 2002) have been the leaders in examining issues of UDL. The idea of UDL is that the curriculum should be designed so all students can have access. The "universal" in universal design does not imply one optimal solution for everyone, but rather it underscores the need for inherently flexible, customizable content, assignments, and activities. Orkwis and McLane (1998) defined UDL as "the design of instructional materials and activities that allows learning goals to be achievable by students with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember." That covers most children, with or without a disability!

And, importantly, these principles are consistent with person-environment fit models of disability, because what changes to ensure success is how the curriculum, which in this case is the context, is delivered.

Role of Technology

There are a myriad of barriers to full participation that might be removed by technology emerging both in education and in other life domains, as noted by Wehmeyer (2019). Increasingly, digital talking books, smartphones, and tablets are becoming ubiquitous and providing platforms for universally designed learning materials to be presented. The growth of cloud based technologies will soon make the specific device a student uses irrelevant, as all personalization features will reside in the cloud and students will be able to access them anywhere, with any type of device. 3D printing will, in the next several years, change the face of manufacturing, and enable students to "construct" projects that demonstrate their knowledge. Finally, the emergence of the Internet of Things (IoT), or the idea that someday, and that day will be sooner rather than later, everyday objects, people, processes, and data will be networked and connected such that what one cannot do will be irrelevant; what will matter will be the supports available for one to succeed. Right now, about 7 billion objects are connected to the internet; by 2025, that figure is estimated to be almost 25 billion objects. If you can't drive, it won't matter, cars will drive themselves; Google glass and Apple watch are only the tip of the iceberg for wearable computing.

Self-Determination

And, at the heart of these new models of disability is the importance of self-determination. The source of the word "determination" in self-*determination* is the

philosophical doctrine of *determinism*, which suggests that actions are *caused* by events or natural laws that precede or are antecedent to the occurrence of the action. Self-determinism, or self-determination, implies that individuals *cause* themselves to act in certain ways, as opposed to someone or something else "causing" them to act in certain other ways. People who are self-determined embody the characteristic or quality of "self-determination", referring to the degree to which that person acts or behaves in ways that are self- (instead of other-) caused or determined (Wehmeyer et al., 2017).

Within the context of the disability rights and advocacy movement, self-determination has been imbued with the empowerment and "rights" orientation, referring to the rights of people with disabilities to self-governance. Empowerment is a term associated with social and civil rights movements, and typically is used in reference to actions that enhance the possibilities for people to control their lives.

Finally, with regard to understanding the self-determination construct, it is as an embodiment of the changing understanding of disability that it is, perhaps, most important. Jean-Paul Bovee, an American self-advocate, stated what many people with autism and other disabilities believe: "People with autism should be treated with the same dignity, respect, and equality as people without autism" (Bovee, 2000, pp. 250–251). Robert Williams, an influential leader in the disability movement in the U.S., state that "We [meaning people with disabilities] don't have to be told what self-determination means, we know it is just another word for a life filled with rising expectations, dignity, respect and opportunities" (Williams, 1989, p. 16). Dignity, respect, opportunity, value… when people with disabilities talk about self-determination, those are the terms they use. The clear road to achieving the principles of the CRPD is by promoting self-determination.

Causal Agency Theory

Shogren, Wehmeyer, Palmer and colleagues (2015) proposed Causal Agency Theory, which is intended to explain how people become self-determined to frame the development and evaluation of interventions and assessments in self-determination. Causal Agency Theory defines self-determination as "acting as the causal agent in one's life. Self-determined people (i.e., causal agents) act in service to freely chosen goals. Self-determined actions function to enable a person to be the causal agent is his or her life" (p. 258). Causal agency implies that it is the person who makes or causes things to happen in his or her life; that the person acts with an eye to accomplish a specific end or to cause or create change. Self-determined actions enable a person to act as a causal agent in their lives.

Misperceptions of Self-Determination

There are a number of misperceptions of self-determination that impact the degree to which people with disabilities are supported to become more self-determined. Two such misperceptions are that being self-determined is interpreted strictly to mean "doing it yourself" or as "having control". When this is the case, there is an obvious problem for people with disabilities, many of whom may have limits to the number and types of activities they can perform independently and often have only limited control over many aspects of their lives. As already mentioned, though, self-determination is not about controlling outcomes, but about causing things to happen in one's life. The capacity to independently perform specific functions is secondary in importance in becoming self-determined to causing things to happen in one's own life.

Self-determination is not just the independent performance of behaviors or about being "in control". A person with a significant physical disability can employ a personal assistant to perform routine activities and, if such functions are performed under the control of that person (e.g., person with disability), it is really a moot point whether the person physically performed the activity. Likewise, a person with a significant cognitive impairment may not be able to "independently" (e.g., alone and with no support) make a complex decision or solve a difficult problem. To the extent, however, that supports are provided to enable that student to retain control over the decision-making process and to participate to the greatest extent in the decision-making or problem-solving process, he or she can become more self-determined.

A colleague of mine provided an example of how making things happen in one's life and independent performance are decoupled. She tells the story of a young woman with quadriplegia who wanted to become a sculptor, even though she could not herself physically manipulate the clay. She had, through her own life experiences, learned how to communicate her vision for the artwork, but her teachers and others expressed skepticism that this was a viable path for her. To convince them, this young woman set up two assistants, both of whom could communicate with her, but neither which could see or hear the other. When she gave the instructions, the assistants produced identical pieces of sculpture. Through her experience with her disability, this young woman had learned to articulate her vision and instructions in direct, specific ways – so much so, that she got precisely the help she needs in forms that are replicable (Rousso, 1993, p. 111).

Third, with regard to misperceptions of self-determination, it is important to note that being self-determined is not just being allowed to make choices. Acting volitionally implies action based on one's preferences, which in turn suggests the importance of making choices. The problem, however, is that people have interpreted promoting self-determination to mean only "allowing" a person to make

choices, and those choices are often prescribed and limited. Being self-determined means being engaged in all aspects of one's life… from addressing problems to being involved in decisions and in acting based upon one's preferences.

Why is Self-Determination Important

Although the fact that people with disabilities tell us that self-determination is important to them is a sufficient reason for education to focus efforts in this area, the fact is that there is an abundance of evidence that students can become more self-determined if provided opportunities to learn and practice skills leading to self-determination; that there are strong positive relationships between enhanced self-determination and more positive self-reported quality of life and life satisfaction; and that students who are more self-determined achieve academic and transition goals at a higher rate, are more involved in the general education curriculum, achieve more positive independent living outcomes upon graduation, and achieve more positive employment outcomes upon graduation and that promoting self-determination raises teachers' expectations of students' performance (Wehmeyer, 2019).

Promoting Self-Determination

To provide teachers with an instructional model that would enable them to teach students to, in essence, teach themselves, Wehmeyer and colleagues have developed and evaluated the Self-Determined Learning Model of Instruction (Shogren et al., 2012; Wehmeyer et al., 2012). The SDLMI is a teaching model designed to support teachers to teach students to self-regulate goal setting and attainment… to enable them to engage in causal action. Students are supported to learn to self-regulate problem solving to set relevant goals, create an action plan to achieve the goal, track their progress toward their goal, and adjust their action plan or goal as necessary. There is strong evidence base with students with disabilities and have begun evaluations of the impact on students without disabilities.

Shogren and colleagues have also validated a new measure of self-determination, the Self-Determination Inventory (Shogren et al., in press), including student self- and adult report measures of volitional action, causal action, action-control beliefs.

Conclusion

Person-environment models of disability have paved the way for strengths-based approaches to disability and a focus on supports and self-determination. In

education, there are multiple examples of innovative interventions that operational-ize these models and can be means to promote inclusion. These include schoolwide applications, universal design for learning, the use of technology, and promoting self-determination. If we are to achieve the principles stated in Article 24 of the CRPD pertaining to the "full development of human potential and sense of dig-nity and self-worth, and the strengthening of respect for human rights, fundamen-tal freedoms and human diversity," we as a system must adopt and expand these strengths-based approaches.

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Self-determination and creating a just society for all

Abstract

Historically, disability has been understood through models that emphasized disability and disease. Newer, person-environment models of disability, which emphasize the fit between the person's capacities and the demands of the environment, have paved the way for strengths-based approaches to disability and a focus on supports and self-determination. The application of schoolwide approaches, such as multi-tiered systems of supports, universal design for learning, the use of technology, and promoting self-determination are all educational interventions that adopt these person-environment support models. If the field is to achieve the principles stated in Article 24 of the CRPD pertaining to the "full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity," we as a system must adopt and expand these strengths-based approaches.

Keywords: self-determination, just society

The role of social validity in the design, delivery and evaluation of person-centered interventions and supports[1]

John J. Wheeler*

Introduction

*A*s a society we have witnessed a dramatic shift in the education, training and support of persons with disabilities in the United States since the passage of Public Law 94-142 the Education for All Handicapped Children Act in 1975, which guaranteed a free and appropriate education for all children with disabilities. One of the four purposes of the law was to "to assure that all children with disabilities have available to them […] a free appropriate public education which emphasizes special education and related services designed to meet their unique needs." (Education for All Handicapped Children Act, 1975). It is important to note the focus on the individual child or person, a hallmark of special education and the focus of this international meeting in Warsaw at The Maria Grzegorzewska University. This critical piece of legislation paired with Section 504 of the Rehabilitation Act of 1973, a law designed to protect persons with disabilities from discrimination (Rehabilitation Act, 1973) paved the way for the protection of individual rights and freedoms of persons with disabilities. With the passage of these and other key pieces of legislation and the subsequent reauthorizations of PL 94-142 now referred to as the Individuals with Disabilities Education Act (IDEA) we have since witnessed an evolution in practice toward an ever-increased focus on person-centered interventions and supports. Prior to these mandates, many persons with disabilities resided in institutional settings where individuals had little voice in their lives nor in the interventions that were directed toward them and nor were they actively engaged in educational and or meaningful programs as they were limited or largely non-existent in these facilities. Many individuals with disabilities who resided in these institutional settings suffered from abuse and neglect and were denied much

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in the way of personal freedoms and dignity. As deinstutionalization ensued and public education became an option for children with disabilities through the provision of special education services we began to see not only increased opportunities for persons with disabilities, but also the potential for all persons given the adequate provision of individualized interventions and supports.

Person-centered supports

One such area that emerged in the United States from the Reauthorization of the IDEA of 1997 was the use of positive behavioral interventions and supports (PBIS) which was mandated from this legislation as the intervention of choice for students with challenging behavior in the public schools (Wheeler, Richey, 2019). PBIS has been viewed by some as an outgrowth of applied behavior analysis and resulted from the concerns that persons with disabilities were not receiving person-centered services and supports, but rather were victims of abuse resulting from the use of aversive procedures (Lucyshyn, Dunlap, Freeman, 2015). PBIS can be characterized by three major components and include (a) a person-centered approach that is directed toward the needs and preferences of the consumer; (b) PBIS recognizes the individuality of the consumer in the delivery of supports and (c) PBIS seeks to produce meaningful outcomes that enhance the quality of life of consumers (Anderson, Freeman, 2000). Given that PBIS represents a model of individualized supports that are directed to the needs and preferences of the consumer one method for enhancing this process is the use of social validity. Social validity is not a new concept, but rather one that was developed in the field of applied behavior analysis.

Social validity

The construct of social validity was introduced by Montrose M. Wolf (1978) and was defined by three distinct components. These components included (a) the social significance of the goals of treatment; (b) the social appropriateness of the treatment procedures and (c) the social importance of the effects of treatment. The value of social validity in the design, delivery and evaluation of person-centered treatments has been supported over time within the literature. Most notably, Ilene S. Schwartz and Donald M. Baer (1991) spoke to the importance of social validity in terms of designing interventions that were both relevant and valued by consumers. This point was elaborated on by Robert P. Hawkins (1991) who stated that the focus of interventions should be about increasing the benefits to an individual in terms of their relevance and impact on their immediate needs and overall quality of life. Social validity should incorporate input from consumers and family members

to ensure that the goals, procedures and outcomes of an intervention are acceptable, valued and meaningful to the individual. The application of social validity within the PBIS model was introduced by Robert H. Horner and colleagues (1990) and consisted of three-elements that included (a) the intrusiveness of a treatment upon the individual targeted for treatment; (b) the social acceptability of the treatment, and (c) the degree to which a competent professional supervises and monitors the treatment (Carter, Wheeler, in-press).

Application of social validity to practice

as professionals approach the responsibility of designing person-centered interventions it is important to consider each of these components. Fortunately we have progressed as a field to understand that interventions should be non-intrusive and PBIS has provided us with direction in that area. For example, if an individual is experiencing a challenging form of behavior, PBIS provides a framework for understanding such responses through the application of a functional behavior assessment (FBA). The FBA provides us with a mechanism for understanding the function of the behavior or purpose it serves for the individual from which a positive replacement behavior is identified that can be taught to the individual. Within this process, it is important to involve the individual and or their family along with professionals to ascertain the acceptability of an intervention. Consumer input is very important and social validity provides a means to incorporate input from consumers and family members to ensure that the goals, procedures and outcomes of an intervention are acceptable, valued and meaningful to the individual.

Evaluating social validity

The acceptability of an intervention is also of paramount concern, this is referred to in the literature as treatment acceptability (Kazdin, 1980). This is important for many reasons, as Wolf (1978) believed that the social importance of interventions should be considered on three levels. The first of these levels was that the objectives of the treatment must be socially significant for the individual or consumer involved. Next, the intervention must be socially acceptable and finally, the effects of the intervention should have clinical significance (Carter, Wheeler, 2019). It should be stated that clinical or educational significance of an intervention is an important consideration as per evaluating the potential outcome of an intervention, but equally as significant is the satisfaction of the consumer and their family with the outcomes realized from the intervention.

If a consumer finds an intervention to be highly acceptable the likelihood of their engagement and adherence to the intervention is enhanced, as are the outcomes. In recognizing the dignity of the individual, it is important for us to consider the degree to which consumers find interventions acceptable. An equally relevant consideration is the social importance of the effects or outcomes of an intervention. These can include (a) consumer satisfaction with the outcomes obtained from the intervention; (b) the immediacy of behavior change, which is an important consideration for many including parents and teachers; (c) the impact of outcomes on others including family and friends; (d) peer comparison or how have the effects of an intervention positively addressed the needs of the consumer when compared to same-aged peers; and (e) how are the measured effects of an intervention similar or different when compared to baseline. These are some examples of how social validity can be used to measure the effects or outcomes of interventions. It is important for practitioners to consider the application of social validity measures in their practice given that if inputs from consumers and their families are taken into account during the planning, implementation and evaluation of interventions and supports the probability for success is enhanced. This success can be measured by adherence to the intervention on the part of consumers, their families and professionals through the acceptability of the intervention and supports and by the outcomes or effects realized.

There are formal and informal measures used for assessing social validity as reviewed by Carter and Wheeler (2019). Informal measures can include: (a) consumer choice; (b) informal discussions; (c) structured interviews; (d) questionnaires; (e) surveys; and (f) rating scales. Examples of formal scales of measurement for assessing social validity include but are not limited to the following Treatment Evaluation Inventory (TEI), Treatment Evaluation Inventory-Short Form (TEI-SF), Treatment Acceptability Rating Form (TARF) and (TARF-Revised) Intervention Rating Profile (IRP)-school-based for use by teachers & (IRP-15). Of these methods described, perhaps the most common form of method used for evaluating is the informal survey or interview often given at the conclusion of an intervention. The danger of using such an approach is that as we have described the importance of total construct social validity as originally advocated by Wolf (1978) is not achieved thus there are no input measures in the planning of an intervention, the delivery of an intervention and only at the conclusion thus not providing a clear and comprehensive picture for the practitioner, researcher or consumer. The other limitation of using these informal instruments is that the construction of these instruments may be limited in their design to effectively measure their intended outcomes. One of the challenges of using formal measures to evaluate social validity within intervention settings is that they are not consumer or setting specific and therefore may not be as sensitive to gradual behavior change (Elliot, Busse, Gresham, 1993).

Social validity reporting in research

It is quite understandable that we experience difficulty with the inclusion of social validity in our practice whether within educational settings or in related settings when working with individuals with disabilities. This is often based on a lack of training or awareness on the part of the professional as to how to incorporate social validity within their design, delivery and or evaluation of interventions. However, there is also an alarming trend within the research in terms of the limited numbers of single-case design studies that are reporting social validity data. In recent reviews the findings have been alarming considering Jennifer R. Ledford, Emilie Hall, Emily Conder, and Justin D. Lane (2016) reviewed single-case designs (SCD) focused on young children with autism spectrum disorders published from 1994 to 2013. They reported that 44% of the studies reviewed included measurement of social validity. Subsequent reviews conducted by Kevin Callahan et al. (2017) conducted a review of social validity reported within research utilizing evidence based and emerging practices for the treatment of autism spectrum disorder. In their analysis, they reviewed 828-targeted articles and found that 221 (26.7%) directly reported measurement of social validity. Furthermore, in a more recent review Melinda R. Snodgrass, Moon Y. Chung, Hedda Meadan, and James W. Halle (2018) conducted a review of social validity single case design research in six special education journals appearing between 2005 and 2016. They found that 27% of the SCR design articles reported on social validity and only 7% of the articles reviewed reported on total construct social validity. Finally in a review the most current review conducted by Stacy Carter and John Wheeler (in-press) they reviewed single-case design studies in one journal, *Education and Training in Autism and Developmental Disabilities* and found that Results indicated that 46% of the 298 articles reviewed reported on social validity, more than comparable journals and also on the area of total construct social validity as well as or more frequently than other similar journals (7%). These are alarming numbers when one considers the efficacy of social validity as a tool for enhancing person-centered interventions and the outcomes associated with them. Some plausible reasons to account for this are simply not reporting social validity data within the research study or perhaps it could be attributed to not having collected social validity data during the study. Needless to say, social validity is a best and effective practice and these data within single-case research studies is something that needs to be improved upon.

Recommendations for practice

When considering the application of social validity measures in the formation, delivery or evaluation of interventions the following recommendations should be considered. Carter and Wheeler (2019) provided recommendations for incorporating

social validity from a total construct perspective. Some approaches for enhancing intervention goals include the use of (a) semi-structured interviews with the consumer or parents that will provide insight as to their priorities in the selection of intervention goals; (b) collect information from multiple sources to provide you as a teacher and or intervention professional with a more complete understanding of the consumer's life; (c) if possible, in partnership with the consumer and or their parents or family prioritize intervention goals; and lastly (d) operationalize the desired outcomes that are desired by the consumer and their family.

In turn, it is important to consider how to enhance the acceptability of intervention procedures and some recommendations (Carter, Wheeler, 2019) to consider are (a) developing a rapport with the consumer and their family; (b) consumer acceptability as we previously presented this should be a priority; (c) getting valued inputs from parents and or family through active collaboration in the enhancement of intervention procedures; (d) when designing the intervention one should be mindful of the resources that are available and the professional qualifications of the personnel needed to successfully implement it. The final consideration professionals need to address are the outcomes obtained or intervention effects. Carter and Wheeler (2019) suggest that to improve intervention effects the following elements should be examined. Has the intervention resulted in (a) clear and positive educational or clinical effects? (b) Has the intervention had a positive impact of the life of the consumer? (c) Do family members, teachers, staff members find the outcomes of the intervention acceptable?

Summary and conclusions

Social validity provides a mechanism for accountability in the formation of intervention goals, the acceptability and the outcomes from these interventions when applied in a step-wise and systematic manner. It can contribute to ethical practice and ensure the importance of person-centered interventions that consider the individuality of the person, their choices and input and that of their parents and or family. It is a recommended practice in the design, delivery and evaluation of interventions and as stated one should consider total construct social validity as Wolf (1978) recommended in his original paper. Anything less Wolf (1978) should be considered partial construct and frankly it provides us with only a glimpse and not the complete picture of the intervention process and its interface with consumers. As previously stated, not only should this be a goal in practice within educational and habilitative settings for individuals with disabilities but also within single-case research designs within the literature. Perhaps the greatest benefit is that social validity inputs promote the design and delivery of socially significant interventions and supports and potential quality of life outcomes for consumers in a manner, which honors the intentions of person-centered professional practice.

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The role of social validity in the design, delivery and evaluation of person-centered interventions and supports

Abstract

The construct of social validity was introduced by Montrose M. Wolf (1978) and was defined by three distinct components. These components included (a) the social significance of the goals of treatment, (b) the social appropriateness of the treatment procedures and (c) the social importance of the effects of treatment. The value of social validity in the design, delivery and evaluation of person-centered treatments has been supported over time within the literature. Most notably, Ilene S. Schwartz and Donald M. Baer (1991) spoke to the importance of social validity in terms of designing interventions that were both relevant and valued by consumers. The field of special education has witnessed a significant growth over the past thirty-years in the use of a person-first framework. The merits of social validity for promoting person-first interventions and supports are substantial and include the potential for greater consumer and family engagement, increased adherence to treatment and greater degrees of treatment satisfaction by all parties including teachers, therapists, family members and consumers. Perhaps the greatest benefit is that social validity inputs promote the design and delivery of socially significant interventions and supports and potential quality of life outcomes for consumers in a manner, which honors the intentions of person-centered professional practice. The purpose of this paper will be to provide a research-based rationale for the use of social validity in the design, delivery and evaluation of person-centered interventions and supports.

Shaping the faces of the prism: Rights, supports, and quality of life for enhancing inclusive education opportunities in students with intellectual disability[1][2]

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Introduction and overview

*I*nclusive education (IE) is a key element in countries' education policy agenda (Amor, Hagiwara et al., 2018). In the last 40 years different documents have addressed IE. The most important among these are the Warnock's Report (1978), the World Declaration on Education for All (1990), the Salamanca Statement and Framework for Action on Special Needs Education (1994), the Dakar Framework for Action (2000), the United Nation's Convention on the Rights of Persons with Disabilities (UNCRPD; United Nations, 2006), the 48th International Conference on Education by UNESCO (2008), and the Incheon Declaration (UNESCO, 2015).

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These documents have been accompanied by an increase in the effective and real inclusion of diverse learners, but the inclusion of students with intellectual disability (ID) is still a major challenge to be addressed (Amor, 2019). The inclusion necessitates creation of a comprehensive framework that systematically guides the efforts of education systems to improve learning experience of students with ID. To this end, the goal of this chapter is twofold: First, to offer a detailed view of the rights approach, the supports paradigm, and quality of life (QoL) model as keys to address the inclusion of students with ID; and, second, to present a framework which brings these three approaches together to direct them towards the improvement of personal outcomes in these students, thus offering them better opportunities for an effective and real inclusion.

Article 24: The right to inclusive education

The great change in educational trends regarding the inclusion of students with disabilities occurred in 2006, when the UNCRPD was passed (United Nations, 2006). Since this milestone, IE evolved from a principle guiding education toward a right to be guaranteed for all students, regardless of their personal or social conditions. The UNCRPD includes 50 articles: Social and Civil Rights are embodied from article 5 to article 30, and the general principles, which are common – and transversal – to all the rights, are detailed in article 3. These principles are: (a) respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons; (b) non-discrimination; (c) full and effective participation and inclusion in society; (d) respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; (e) equality of opportunity; (f) accessibility; (g) equality between men and women; and (h) respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities (United Nations, 2006).

Concerning IE, Article 24 stipulates that State's Party must ensure an "inclusive education system" at all levels and lifelong learning for all students directed to: (a) the full development of human potential; (b) the development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential; and (c) enabling persons with disabilities to participate effectively in a free society. To fulfill this right, signatories must ensure that: (a) students with disabilities are not excluded from the general education system on the basis of disability; (b) persons with disabilities can access an inclusive, quality and free primary and secondary education on an equal basis with others in the communities in which they live; (c) reasonable accommodation of the person's requirements is provided; (d) persons with disabilities receive the support required, within the general education system, to facilitate their

effective education; and (e) effective personalized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion (United Nations, 2006). This article highlights two main implications regarding the meaning of IE. First, IE involves providing education within a general education context, where all children establish relationships and learn (i.e., regular schools and communities of reference). Second, IE must ensure that all children access regular education and contexts, and have the opportunity to participate, learn, and develop to their fullest potential, both academic and social (Amor, Verdugo et al., 2018).

Having documents signed that recognize the right to IE give us a view of the future we want, concerning the education of students with ID. However, the process of paving the road towards this goal is a complex issue, and it is necessary to offer different approaches that help in this task. The following section presents the supports paradigm, which offers a conceptual model to understand how supports can be provided to a student with ID and which is closely linked to the proposals contained in Article 24 of the UNCRPD (Amor, 2019).

1. Supports paradigm and inclusive education

Overview of the Supports Paradigm and its Relevance to Students with Intellectual Disability

Decades of research in the field of ID indicate that education systems can include students with ID. One of the approaches which has brought more attention to improve the inclusion opportunities of these students is the supports paradigm (Amor, 2019). Specifically, the importance given to the supports paradigm is that it provides: (a) a renewed view of ID and of the students who have the condition (Amor, Verdugo et al., 2018); (b) tools (e.g., Thompson et al., 2016); and (c) a framework for action that makes possible a holistic support needs assessment and planning strategy aimed at improving opportunities for students with ID regarding their access, participation, and learning from the general education curriculum (Thompson et al., 2018). The supports paradigm is also focused on improving the development of students with ID to their fullest potential, because it creates bridges between the classroom, the school, and the communities where all children (with and without disabilities) live, grow, and develop, thus generating opportunities for a real participation in the school and society, and putting the accent in a whole approach to education (Amor, Verdugo, 2017; Verdugo, Amor et al., 2018).

The supports paradigm is embedded in a social-ecological model of disability and in strengths-based perspective. As a social-ecological approach, the supports paradigm approaches ID as a state of functioning characterized by a mismatch

between personal competences and environmental demands, defined by the contexts of participation, and age- and culturally-appropriated activities within these contexts (Schalock et al., 2010). This mismatch originates the support needs, which are "a psychological construct referring to the pattern and intensity of supports necessary for a person to participate in activities linked with normative human functioning" (Thompson et al., 2009, p. 135). Focusing on the interaction between the *person and his/her environment* and not on intrinsic personal characteristics is the most salient feature of the supports paradigm. Thus, from this perspective, the main difference between persons with and without ID is their support needs, in the sense that the former have extraordinary support needs that go beyond the supports required by the latter (Verdugo, Amor, Arias, et al., 2019).

Several implications for the IE of students with ID emerge from this social-ecological perspective. First, the supports paradigm is an inclusive approach as it highlights the need to understand the support needs of students with ID for the same contexts – and activities – where all students, regardless of their personal and social conditions, learn; that is, in general education contexts (Amor, 2019). Second, through the lens of the supports paradigm, students with ID are seen as learners who experience a mismatch between their personal competence and the environmental demands posed by general education context and activities. These demands are defined by what the students with ID are expected to do in the classrooms (i.e., in relation to access and learning from activities linked to age-related curricular content), in the school, and in the community where the school is located (Amor, Verdugo et al., 2018). And third, given that the contexts of participation go beyond the classroom and the educational activities are not only linked to learning, the extraordinary support needs of students with ID can be related to different areas beyond curriculum, such as social activities, activities in the community and neighborhood, or activities related to self-determination, all of these relevant for a global development of the person (Verdugo, Amor et al., 2018).

Within the supports paradigm, students with ID are understood from the perspective of their global support needs. Thus, the student with ID is no longer defined by his/her significant limitations in intellectual functioning and in adaptive behavior, but by presenting a pattern and intensity of support needs that extend beyond what most of their typically functioning peers need to access, participate in, and learn in the same activities and contexts (Amor, 2019). The key, therefore, is to understand the pattern and intensity of the extraordinary supports that students with ID require to overcome the contextual barriers to learning and participation for all the contexts and activities relevant for their integral education, always putting the emphasis on how to modify and adapt the environment to meet the needs of the learners and not *vice versa* (Amor, Hagiwara et al., 2019).

Together with the social-ecological approach, the supports paradigm adopts a strengths-based perspective which assumes that, together with the support needs,

students with ID have strengths to build upon and which should be known in the same way as their extraordinary support needs (Amor, 2019). Additionally, it is argued that the student should be the causal agent on the supports he/she receives, taking an active role in the definition of relevant goals for his/her life – including those pertaining learning – and in the vision of a desired future on which to determine his/her strengths and support needs (Thompson et al., 2018).

Implementation of the supports paradigm

The active role of students with ID and the respect for their self-determination in the definition of vital goals, and the knowledge of their strengths and support needs relevant to participation in education contexts and activities, are the bases for the implementation of systems of supports. Systems of supports focus on: (a) meeting their needs; (b) boosting their strengths; (c) improving their functioning; and (d) achieving their personal-desired outcomes aligned with the goals of access, participation, learning, and fullest development within general education contexts (Amor, 2019). In the field of education, supports aim at reducing the mismatches experienced by the students with ID, regardless of the type of support that is provided. That is, although some supports are aimed at improving the student's competencies (e.g., an augmentative and/or alternative communication system), others are aimed at modifying environmental demands to make them more accessible (e.g., Universal Design for Learning), and others address both, the ultimate purpose of systems of supports is to reduce the misfit *student x environment*, and not to eliminate the disability (Booth, Ainscow, 2011).

The assessment of support needs

Although the goal of the supports paradigm is to provide personalized supports to cover the unique needs of each student, the emphasis in developing standardized tools can help in the efficiency and effectiveness of supports planning through the identification of areas where the need for supports and resources is extraordinary, something critical regarding the cuttings in education (Amor, 2019). At the time, the first and only standardized instrument designed to the measurement of extraordinary support needs in children with ID is the *Supports Intensity Scale-Children's Version* (*SIS-C*; Thompson et al., 2016). The tool has been developed to assess, under a social-ecological approach, the type, frequency, and the daily timeof the extraordinary support that students with ID (aged between 5 and 16 years) require to participate in 61 activities in seven contexts of daily living: Home life, community and neighborhood, school participation, school learning, health and safety, social activities, and advocacy. Further, the tool also provides a comprehensive assessment of the exceptional medical and behavioral support needs that

the students with ID may require. The tool offers a "Support Needs Index", which provides information on the students' global support needs; and a "Support Needs Profile" that depicts the intensity of the support needs in each of the seven areas aforementioned. This tool is critical to provide accurate information for the development of personalized educational plans (PEP) that allow to reduce the mismatch experienced by students with ID in these areas, thus improving their options to participate in a wide variety of contexts, consistently with a view of education that focuses on the globality of the students and that goes beyond literacy and numeracy (Amor, 2019).

Examples of using supports to maximize the person-environmental fit

Until now, we have highlighted the conceptual importance of the supports paradigm and the availability of tools aimed at measuring extraordinary support needs to develop PEP's. However, it is necessary to present examples of the implementation of the supports paradigm to reduce the *student x environment* mismatches in different contexts and activities relevant for IE. Regarding the improvement of access and participation, Virginia L. Walker, Stephanie N. DeSpain, James R. Thompson, and Carolyn Hughes (2014) implemented the supports paradigm with two students with ID in general education contexts. Specifically, these authors presented the "support needs assessment and problem solving" (SNAP) process. Through this methodology, the authors implemented the *SIS-C* (then under development) and trained teachers to improve the PEP's that were being implemented with their students with ID. Specifically, the update of these PEP's was based on the emphasis on a holistic understanding of supports and students' support needs, thus going beyond the definition of behavioral and instructional goals. The SNAP process is characterized by: (a) the observation of students with ID in school environments to become familiar with the classrooms routines and generate a good working climate among the student, the teachers, the peers, and other professionals; (b) the *SIS-C* administration to obtain information on the global support needs of the students; (c) the involvement of the classroom teams to review the students' support needs and readjust the supports that are currently being implemented; (d) the training and guidance of teachers and classroom teams on how to implement new strategies and support plans from this perspective; and (e) the interview to the classroom teams to analyze the social validity of the SNAP process. In their study, the authors found that, through the provision of personalized supports in the areas detected (e.g., use of public transport in the community), the discrepancies experienced by the students were reduced, thus contributing to improve their access and participation in community contexts and activities (Walker et al., 2014).

Notwithstanding the above, procedures like the SNAP are framed in the so-called second generation of inclusive practices, characterized by generating access

and participation outcomes, but not learning (Hagiwara et al., 2019). In addition to access and participation, the IE of students with ID also requires quality learning experiences, which means to provide the required supports to access and learning from age-appropriated curriculum within general education contexts (Wehmeyer, 2014). With this aim, starting from the supports paradigm, Thompson et al. (2018) have proposed the "general education supports planning model", which addresses this challenge through three questions to answer: What to teach?, How to teach?, and Where to teach?

Regarding the first question, the evidence suggests that students with ID can benefit from the learning of age-appropriate general education curricular content (e.g., Lee et al., 2010). Therefore, the supports paradigm advocates for the teaching of general education curricular content to answer the "what to teach" question. However, answering this question requires that the educator understands the general education curricular content to identify: (a) the learning objectives for the student with ID based on his/her current level of achievement and future curricular demands (i.e., learning support needs, marked by the mismatch between the student's learning competences and the expectations of learning from the curriculum); and (b) the learning objectives that are relevant to the student (according to his/her preferences and future learning environments) and that are not addressed in the curricular content. Curricular adaptations (understood as a proactive differentiation of the curriculum) are examples of supports that, aligned with these critical questions, work best with respect to "what to teach", since they make the general education curriculum accessible and identify additional important content for the student (Thompson et al., 2018).

After the access to the curriculum is facilitated, "how to teach" becomes the key question to answer. The "how to teach" question refers to the field of pedagogy and teaching and learning practices. Generally, deciding the best pedagogical strategy for the student with ID will depend on his/her learning support needs. Thus, there is no good or bad pedagogy, nor can a traditional pedagogy be considered as more inclusive than a pedagogy coming from the field of special education, since the most suitable will be the one that, implemented within general education settings, is aimed at reducing the learning discrepancies that the student with ID experiences. In this sense, employing strategies that make the instruction that is normally delivered in general classrooms accessible, and incorporating evidence-based practices (mostly coming from special education) are two strategies to answer the "how to teach" (Thompson et al., 2018).

Once the "what to teach" and the "how to teach" questions have been answered, it is time to address "where to teach". *A priori*, the answer to this question is simple: in general education contexts. However, this answer is partially correct from the point of view of the supports paradigm. As environmental demand, instruction must take place in the reference settings where students with ID and their typically

functioning peers participate. This means that if, for example, supplementary instruction strategies that require leaving the classroom are adopted (e.g., to travel to community settings to facilitate learning generalization), the ID should not be a reason for these strategies to be used with higher or lower incidence in students with ID (Thompson et al., 2018).

Going beyond the supports paradigm in inclusive education

Despite the contributions of the paradigm presented in this section, more efforts are needed to guide education systems towards the inclusion of students with ID, especially regarding the adoption of approaches that focus on the maximum development of all students. In fact, although it is embodied in the UNCRPD (United Nations, 2006), ensuring the development of students with ID to their fullest potential is a goal of IE that is not often highlighted explicitly in the literature regarding IE, which tends to focus mainly on access, learning, and participation (e.g., Booth, Ainscow, 2011; Hernández-Sánchez, Ainscow, 2018). Therefore, beyond the supports paradigm, developing education systems that provide better inclusion opportunities to students with ID, makes it necessary to rethink education as a process that pays attention to all the four goals stated in the UNCRPD's Article 24. Thus, it is necessary to adopt approaches to education that are student-centered, and which consider education as a process which is aimed at providing growth opportunities to the students (with and without disabilities) and ensuring their outcomes in all relevant areas of their life and not only regarding their learning (i.e., "whole child approach to education") (Amor, Verdugo et al., 2018). To this end, in the following section, we present the QoL model by Robert L. Schalock and Miguel Á. Verdugo (2002) as a framework which can provide education systems with the conceptual and applied underpinnings that a "whole child approach to education" require to enhance inclusion opportunities in students with ID.

2. Quality of life and inclusive education

Different authors have highlighted the need to adopt a QoL framework to support the transformation processes that education systems require to include students with ID into regular educational programs (e.g., Amor, Fernández et al., 2017; Amor, Verdugo et al., 2018; Muntaner, 2013; Muntaner et al. 2010; Pazey et al., 2016; Verdugo, 2009; Verdugo, Amor et al., 2018). These proposals strive to highlight the several keys that an approach based on the student's QoL can contribute to IE. Understanding these keys requires understanding what we mean by individual QoL as a starting point. To this end, prior to presenting how the adoption of a QoL framework can support the development of inclusive education and enhance

the opportunities of inclusion for students with ID, we present the conceptual and applied implications (as a measurement framework and change agent) that a QoL framework focused on the person brings into action.

The concept of quality of life

QoL is composed of a number of core domains (Schalock et al., 2002). Of all the existing approaches to individual QoL (Cummins, 2000, 2005; Felce, Perry, 1995, 1996; Petry, Maes, Vlaskamp, 2005, 2007; Schalock, Verdugo, 2002), an internationally validated and frequently referenced conceptual model is the multidimensional model of Schalock and Verdugo (2002). As a conceptual framework, the model is based on a solid basis aimed at understanding what QoL is, and integrating current work in the field. The model also provides a basis for application (Schalock et al., 2016) by going beyond the conceptual domain and is oriented to action. This action allows the evaluation of QoLoutcomes through observable and measurable indicators and basing decision-making on evidence of the results (Amor. Verdugo, 2018).

Regarding the evidences that support the QoL model by Schalock and Verdugo (2002), these are based in more than two decades of rigorous research that make it the most relevant QoL model in the field of disability (Alcedo et al., 2008; Arias et al., 2010; Fernández, 2019; Gómez et al., 2014; Gómez et al., 2015; Gómez, Verdugo, Arias, 2010; Schalock, Verdugo, 2013; Schalock, Verdugo, Gómez, 2011), and the most accepted and recognized one internationally (Balboni et al., 2013; Carbo-Carreté, Guàrdia-Olmos, Giné, 2015; Gómez et al., 2011; Schalock et al., 2005; van Hecke et al., 2018; Wang et al., 2010). Although the development and application of the model has been mainly in the field of ID (Schalock et al., 2016), it has been studied and validated in different populations, including: (a) persons without disabilities (e.g., Gómez-Vela, Verdugo, 2009); (b) drug users (e.g., Arias et al., 2010); (c) persons with visual impairments (e.g., Caballo et al., 2005); (d) persons with physical disabilities (e.g., Aguado, Alcedo, 2005); (e) social services recipients (e.g., Gómez et al., 2012); (f) elderly people (e.g., Alcedo et al., 2008; Vanleerberghe et al., 2017); and, most recently, (g) persons with acquired brain injury (e.g., Verdugo, Gómez et al., 2018) and (h) persons with autism spectrum disorders (e.g., Arias et al., 2018; Gómez et al., 2018).

Beyond the development and validation of indicators to measure personal outcomes in different target groups, the research on the implementation of the QoL model has allowed the identification of personal and environmental characteristics associated with personal outcomes (e.g., Verdugo, Fernández et al., 2019). Regarding the studies which have addressed the QoL construct structure, most of the works support a factorial structure of eight first-order correlated factors matching the eight central QoL domains (e.g., Verdugo, Fernández et al., 2019; Gómez et

al., 2011). The development and application of the Schalock and Verdugo's model (2002) are allowing the development of a theory of individual QoL as an integrative construct based on facts and experiences that allows generating hypotheses that can be tested and used as a basis for providing explanations of QoL (Schalock et al., 2016).

Quality of life as a measurement framework and change agent

Through the lens of this model, QoL is understood as a state of personal well-being that: (a) is multidimensional; it is composed by eight domains related with key areas in the life of the person (i.e., personal development, emotional well-being, interpersonal relations, physical well-being, material well-being, self-determination, social inclusion, and rights); (b) has universal and cultural properties; (c) has objective and subjective components (related to how an external person considers another's well-being, and self-perception of one's QoL, respectively); and (d) is influenced by personal and environmental factors, as well as by the interaction between them (Schalock, Verdugo, 2002).

QoL domains are operationalized through their core indicators (Fernández, 2019; Gómez, 2010; Schalock, Gardner, Bradley, 2007; Schalock, Verdugo, 2002), which are defined as perceptions, behaviors, or specific conditions of the QoL domains that reflect the person's well-being, and which facilitate the measurement of personal outcomes (Schalock, Verdugo, 2002). While there is a consensus about the universal (i.e., cross-cultural) nature of the QoL domains (Jenaro et al., 2005; Schalock et al., 2005; Wang et al., 2010), indicators are culturally sensitive. Hence, QoL indicators must be validated for the specific populations to which they are directed (Fernández, 2019; Gómez, 2010). The operationalization of QoL domains through their core indicators is essential for implementing the model in practice as a measurement framework and as a change agent. As a measurement framework, the indicators are specified through items that allow for the measurement of personal outcomes, which reflect the person's aspiration and situation in the indicators that operationalize the QoL domains (Schalock et al., 2007) and which makes it possible to gather evidences on the person's well-being. The following table describes the eight-domain structure of QoL along with the indicators that operationalize them.

The operationalization of the QoL domains through indicators and the importance of the assessment of personal outcomes, has resulted in multiple standardized tools as shown in Table 2, which also organizes these tools regarding their target group, developmental stage, and QoL assessment approach (i.e., self-report vs. report of others).

The information obtained through the assessment of personal outcomes can be analyzed as disaggregated (i.e., individual) or aggregated data, bringing

Table 1. Conceptual and measurement framework of Schalock and Verdugo's (2002) model
(Amor, 2019, pp. 59–60)

QoL domain	Description	Indicators
Emotional well-being	Feeling safe, without worries, relaxed	Satisfaction, self-concept, and lack of distress or negative feelings
Interpersonal relations	Having relations with different people, having friends and getting on well with others	Social interactions, having identified friends, familiar interactions and relations, positive social contacts, relationships, and sexuality
Material well-being	Having enough money to buy whatever one needs and/or wants, having a proper household or workplace	Housing, workplace, salary (pension, income), belongings, and savings
Personal development	Having the possibility of learning different things, accessing knowledge, and having the possibility of self-realization	Limitations/capacities, access to information and communication technologies, learning opportunities, work-related skills (or other activities), and functional abilities
Physical well-being	Being healthy, feeling fit, having good eating habits	Health care, sleep, health and its alterations, activities of daily living, access to technical aids, and food
Self-determination	Being able to self-decide and having the opportunities to choose the things that one considers relevant, choosing one's life, employment, leisure time, living, and the people to be with	Goals and personal preferences, decisions, autonomy, and choices
Social inclusion	Going to different places in the city or neighborhood where other people go and participating in different activities with other people	Inclusion, participation, accessibility, and supports
Rights	Being considered and treated equally with other people and being respected (i.e., personality, opinions, wishes, privacy, etc.)	Intimacy, respect, knowledge, and exercise of rights

Table 2. Summary of quality of life assessment tools based in Schalock and Verdugo's model (2002)

Scale	Target group	Developmental stage	Approach
CVI-CVIP: Quality of life assessment questionnaire in childhood (Sabeh et al., 2009)	Children with and without special educational needs	Children aged between 8 and 11 years	Self-report and report of others
CCVA: Questionnaire for assessing quality of life in adolescent students (Gómez--Vela, Verdugo, 2009)	Adolescents with and without special educational needs	Adolescents aged between 12 and 18 years	Report of others
KidsLife (Gómez et al., 2016)	Children, adolescents, and youth with ID	Children, adoles-cents, and youth aged 4 to 21 years	Report of others
KidsLife-Down (Gómez et al., 2017)	Children, adoles-cents, and youth with Down's Syndrome	Children, adoles-cents, and youth aged 4 to 21 years	Report of others
KidsLife-TEA (Gómez et al., 2018)	Children, adoles-cents, and youth with ID and ASD	Children, adoles-cents, and youth aged 4 to 21 years	Report of others
FUMAT Scale (Ver-dugo, Gómez, Arias, 2009)	Elderly persons recip-ient of social services	Adults	Report of others
GENCAT Scale (Verdugo, Arias et al., 2009)	Social services re-cipients	Adults	Report of others
Integral Scale (Verdugo, Gómez, Arias et al., 2009)	ID	Adults	Self-report and report of others
INICO-FEAPS (Verdugo et al., 2013)	ID	Adults	Self-report and report of others
San Martín Scale (Verdugo et al., 2014)	ID and extensive sup-port needs	Adults	Report of others
CAVIDACE Scale (Verdugo, Gómez et al., 2018)	Acquired brain injury	Adults	Report of others (self-report under development)

different types of information to use depending on the goal of assessment. This analysis of QoL scores can be used to support evidence-based decision-making processes regarding different levels (Verdugo, 2018). The uses of evidences on personal outcomes to support decision-making, makes QoL a change agent (Schalock, Verdugo, 2002). Understanding the role of QoL as a change agent makes it necessary to highlight another important characteristic of the model: QoL is based on a systems perspective (Bronfenbrenner, 1979). This perspective assumes that persons live in a complex social system made up of different levels (i.e., microsystem, mesosystem, and macrosystem) that encompass the necessary areas for the persons to live, develop, and have the opportunity to improve, and which influence the development of the persons' values, beliefs, behaviors, and attitudes, thereby affecting their QoL (Fernández, 2019). The microsystem refers to the immediate context in which the person lives and that affects the person directly (e.g., household, family, friends, co-workers/classmates, etc.). The mesosystem, for its part, includes everything that directly affects the functioning of the microsystem (e.g., neighborhood, community, organizations, schools and high schools…). Finally, the macrosystem refers to the broader cultural patterns, socio-political trends, and economic factors that directly affects values and beliefs. Examples of the use of the personal outcomes assessed regarding different system levels can be found in the social services (González, 2019; Schalock, 2018; Schalock, Verdugo, 2013). For example, at microsystem level, personal outcomes provide information regarding the domains that make up the person's QoL and, in turn, serve as a basis for the development of personalized support plans and for assessing their impact in the person's QoL, which is useful to identify the practices that work best for providing best personal outcomes. At mesosystem level, the use of aggregated data (i.e., aggregated information of the personal outcomes of the users of an organization or school) enables the ongoing improvement of organizational quality and the organizational redefinition, allowing also organizations to establish suppliers profiles and decision-making regarding the enhancement of plans implemented to improve their outputs. The comparative analysis of the aggregated data provides information about the functioning of a given organization (i.e., analyzing how these aggregated outcomes vary over time) and facilitates the comparison between different organizations. Last, concerning macrosystem, the implementation of QoL concept makes it possible to guide new ways of developing, implementing, monitoring, and assessing public policy (Amor, Verdugo, 2018). Figure 1 depicts Schalock and Verdugo's QoL model (2002) as a conceptual and applied framework (i.e., measurement framework and change agent) from a systems perspective.
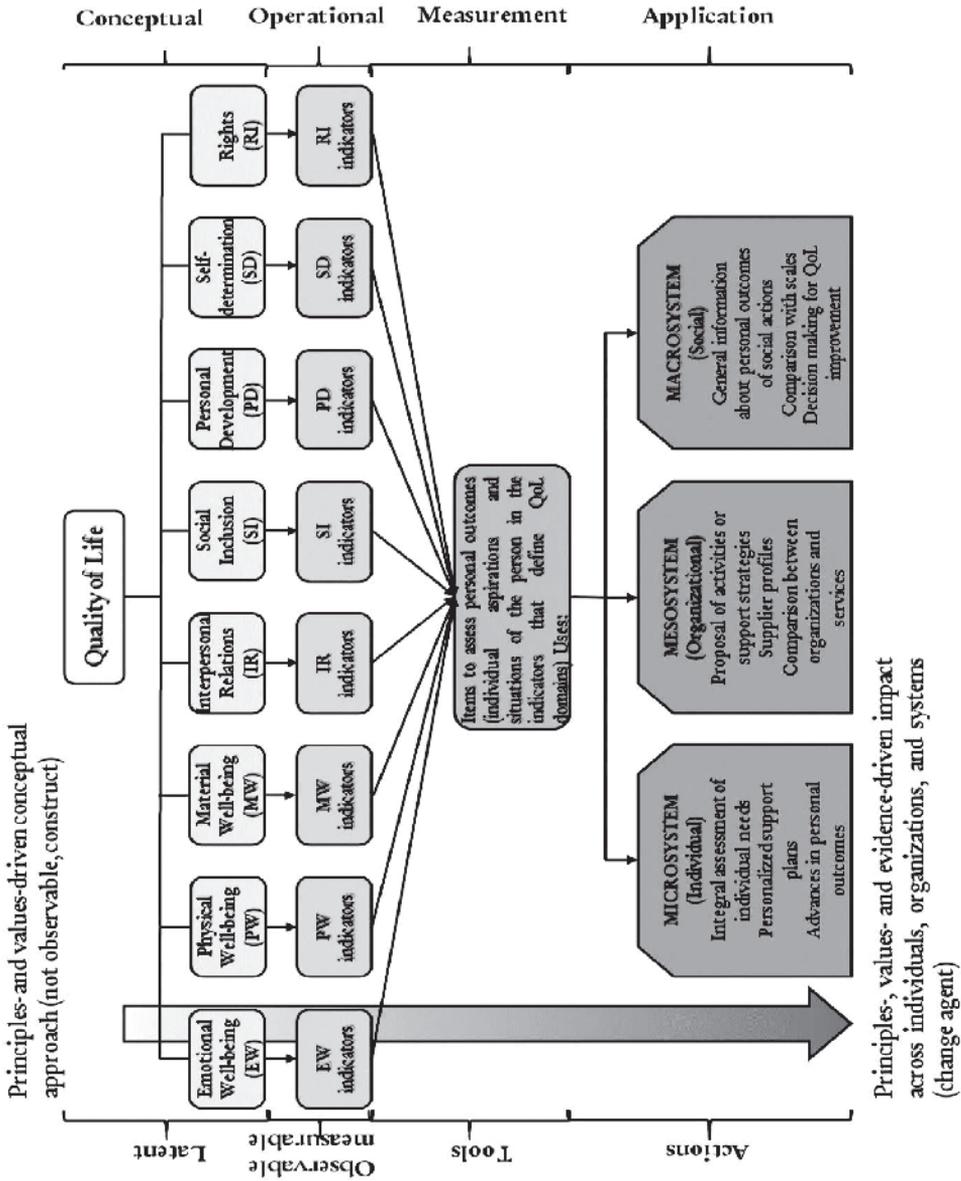
Figure 1. Quality of life as a conceptual and applied framework

Using the QoL conceptual model in inclusive education: The whole child approach

The conceptual and applied nature of the Schalock and Verdugo's model (2002) are the bases which support the proposals for its use within general education contexts. From a conceptual point of view, the emphasis is placed on the importance of focusing on the whole person, thus attending to all the relevant vital domains of the student with ID (i.e., "whole child approach to education"). The concept of QoL is consistent with the values espoused in the UNCRPD (Amor, Verdugo, 2018; Buntinx, 2013; Navas et al., 2012; Verdugo et al., 2012). This congruity highlights the need to assume an educational perspective based on the global view of students with ID to contribute their fullest development, thus favoring their inclusion in society beyond schooling age (Amor, Verdugo et al., 2018; Hagiwara et al., 2019; Verdugo, Amor et al., 2018). Regarding the UNCRPD, QoL shares the same set of positive values about persons with ID (Buntinx, 2013). Not in vain, QoL already included "rights" as a central domain before the UNCRPD was passed (Schalock, Verdugo, 2002). Further, QoL indicators are sensitive to the goals embodied in the UNCRPD's articles, making QoL a framework aligned with these goals and, therefore, useful to guide the necessary actions for the persons with disabilities to enjoy their rights (Navas et al., 2012; Verdugo et al., 2012). Concerning this, already-existing examples on alignment between IE legislation goals and QoL domains can help to shed light on the relationship between the goals embodied in the UNCRPD's Article 24 and Schalock and Verdugo's QoL domains. Barbara L. Pazey et al. (2016) summarized the alignment provided by H. Rutherford Turnbull, III, Ann P. Turnbull, Michael L. Wehmeyer, and JiyeonPark (2003) between the core goals of the "Individuals with Disabilities Education Act" (2004) and QoL domains: (a) equality of opportunities would be related to "rights"; (b) full participation to "social inclusion" and "interpersonal relations"; (c) independent living to "self-determination"; and (d) economic self-sufficiency to "material well-being". On the other hand, "physical and emotional well-being", and "personal development" were conceived as "foundational skills" necessary to reach the outcomes inherent to all the four goals. Following this work, a proposal of alignment between the key outcomes to achieve in students with ID (following Article 24 of the UNCRPD) and the QoL domains could be the following: (a) access: "rights"; (b) participation: "social inclusion" and "interpersonal relations"; (c) learning: "self-determination" and "personal development"; and (d) full development: "emotional well-being", "physical well-being", "material well-being", "self-determination", and "personal development". Like in the proposal by Turnbull et al. (2003), "emotional and physical well-being", and "personal development" could be considered as foundational skills relevant for achieving all the goals.

The "whole child approach to education" means to go beyond the traditional view of education as a process focused mainly on the instruction on basic competencies

such as literacy, sciences or numeracy (Amor, Verdugo et al., 2018; Verdugo, Amor et al., 2018). Besides that, it means to provide opportunities and supports to students to achieve their fullest potential (United Nations, 2006). In this sense, education of quality means integral education (Muntaner, 2013) and, beyond instruction, it is necessary to support all students to acquire the foundational skills that are relevant for all the areas important in their lives, which means to provide learning opportunities concerning curricular and extracurricular content, and the acquisition of competences in the school and in the community (Amor, Hagiwara et al., 2019; Hagiwara et al., 2019). This is a requisite for achievement and for students to be "college and career ready" (Morningstar et al., 2017). Although an integral education is important since early stages of development, it becomes critical in secondary education and transition to adulthood, being a key to the inclusion of persons with ID after schooling (Morningstar et al., 2017; Verdugo, 2009).

The concept of quality of life and the development of inclusive education systems

Beyond its conceptual implications, QoL also offers an applied framework to support the development of education systems that could offer better opportunities to include students with ID. As an applied framework, QoL: (a) shares values with IE and makes it possible to bring them into action, thus updating practices with students with ID (Pazey et al., 2016; Schalock, Garner, Bradley, 2007; Verdugo, 2009); and (b) is focused on the assessment of personal outcomes (Amor, Verdugo et al., 2018; Verdugo, Amor et al., 2018), turning QoL into a framework that makes it possible to assess the quality of education through the monitoring of students' outcomes and which supports decision-making in education for an ongoing improvement of these outcomes (Muntaner, 2013; Muntaner et al., 2010; Verdugo, 2009). Precisely, this emphasis on measuring and improving students' outcomes in all the relevant areas of their lives, makes QoL an applied framework consistent with the aforementioned "whole child approach to education" (Amor, 2019).

First, QoL shares with IE the values of equity, equality, empowerment, and supports (Pazey et al., 2016; Verdugo, 2009). These values are central to the vision of "education for all" (*The World Declaration on Education for All*, 1990) and are supposed to defend the need to educate in equity following the principle of social justice. Equity is supposed to provide the personalized educational and social supports that each person requires to reduce the inequity that he/she experiences (Hernández-Sánchez, Ainscow, 2018). The QoL model can bring these values into practice and its dynamizing role of the supports paradigm acquires special relevance in this regard (Amor, Verdugo et al., 2018; Verdugo, Amor et al., 2018). In this sense, although the supports paradigm offers the tools for an equitable education, the QoL model is critical to mobilize the supports paradigm and

to assess its impact on students' outcomes. Basically, the QoL model incorporates the core domains for a life of quality that are relevant to make operative the vital goals of the person, making it possible to specify through desired-life experiences the inclusion contexts defined by the UNCRPD (United Nations, 2006). The goals (learning goals and other relevant goals for the person) defined with the active role of the person within educational settings are linked to specific contexts and activities for their achievement. Thus, the QoL model contributes to define the support needs on which to base the provision of personalized supports (through the supports paradigm) that guarantee the equity in education regarding learning and other relevant outcomes. In addition, QoL allows for the assessment of the impact that the systems of supports have in all the relevant areas in the students' lives, and not only concerning their learning, something consistent with a global view of education which goes beyond instruction (Amor, 2019). Related to these principles, the QoL model, as a multidimensional and holistic approach, offers four guidelines to update professional practices toward students with ID: (a) the need to adopt a holistic and multidimensional approach to understand students and students' lives; (b) a community-based approach, which is the context for a life of quality; (c) the use of best practices to reduce the mismatches *person x environment* through the training in foundational skills, the use of technological supports, the access to natural supports, and environmental accommodations; and (d) the use of personalized supports and their relation with QoL core indicators (Schalock, Gardner, Bradley, 2007; Verdugo, 2009).

As an applied framework, orientating the focus on measuring personal outcomes has resulted in the use of the QoL concept and the supports paradigm to improve quality of education through transforming the education systems toward IE always bearing in mind the improvement of students' outcomes (Muntaner, 2013; Muntaner et al., 2010; Verdugo, 2009). Amor (2019) summarizes the contributions made by Miguel Á.Verdugo (2009), Joan Jordi Muntaner (2013), and Joan Jordi Muntaner et al. (2010) on the use of QoL as a framework for evaluating the quality of education and organizes their proposals within a systems perspective. This author gives importance to the twofold use of personal outcomes: (a) to monitor the extent to which advances are being made in areas operationalized through sensitive indicators to the goals of the UNCRPD; and (b) to support decision-making processes related to educational practices (i.e., microsystem), and schools organization and the redefinition of their relations with the community (i.e., mesosystem), without forgetting the importance of the development and evaluation of educational policy (i.e., macrosystem). Regarding the microsystem, personal outcomes could be used with different purposes. They could be used to monitor the impact of the implemented supports on indicators sensitive to the goals of access, participation, learning, and maximum development. The evidence on personal outcomes could also be used to support decision-making regarding practices. For example,

after assessing personal outcomes in a PEP in two different times (i.e., prior to the definition of personal-desired goals and after the implementation of the supports necessary to achieve the goals), the evidence of change in personal outcomes would allow for identifying those supports that are most effective and efficient in producing changes in the outcomes (Amor, 2019). This information could be used, in turn, to make practices evolve from best practices to evidence-based practices (Schalock et al., 2011), or to make an external or internal evaluation of education practices, something critical for improving quality in education (Verdugo, 2009). The use of aggregated data on students outcomes (i.e., mesosystem) allows to know on which QoL domains the school organization is focusing (as a set of school practices, cultures, and policies), and this information can be used for an ongoing improvement in the ways of organizing school toward new leaderships, cultures, and school policies that are focused on a global understanding of their students (Muntaner, 2013; Muntaner et al., 2010), for a comparison between different schools in a community regarding the personal outcomes achieved in their students, or for a comparison of the same school in two different moments. Finally, Amor (2019) connects the previous proposals with other approaches with more weight within educational contexts, such as the one included in the *Index for Inclusion* (Booth, Ainscow, 2011). The *Index for Inclusion* supports the reflection by the school team on the current practices, cultures, and policies implemented to provide inclusion opportunities to diverse learners. In a complementary way, Antonio M. Amor (2019) proposes to support these reflections with evidence on personal outcomes, thus moving beyond reflecting on processes (i.e., what schools are doing) toward reflecting on outcomes (i.e., what schools are achieving through their actions). Through the provision of evidences on personal outcomes, these reflections can be sharpened, and this can help decision-making and focus it on key areas to improve in the students for enhancing their access, participation, learning, and maximum development.

Adopting a framework for assessing personal outcomes requires providing education systems with tools to use as resources that facilitate its implementation. In this sense, although there are tools aimed at assessing personal outcomes in children and adolescents with ID that allow for the use of these personal outcomes as disaggregated and aggregated data (e.g., Gómez et al., 2016; Gómez et al., 2018; Gómez et al., 2017), these tools have been validated in special schools, so their use within general education contexts would not be correct, because indicators must be validated regarding the specific groups to which they are directed. Regarding tools aimed at assessing personal outcomes in general education contexts, the *CVI-CVIP* (Sabeh et al., 2009) and the *CCVA* (Gómez-Vela, Verdugo, 2009) would be valid alternatives because they are directed to assess personal outcomes in students with and without disabilities (including those with ID). However, these tools do not include all QoL domains. Then, there is a need for specific tools aimed at assessing personal outcomes within IE contexts, being necessary to develop a new measure that puts the focus on

the assessment of personal outcomes of students with and without disabilities under a holistic approach to the student. To address this need, framed in a European Project (IE+, reference 2017-338/001-001), Miguel Á.Verdugo, Antonio M. Amor, and Inés Heras (2019) are developing a "Quality of Life Index for Inclusive Education" to support educational decision-making with the evidence of the personal outcomes that schools are achieving in their students. The first version of the tool is being developed for students in primary education (aged from 6 to 12 years). The development of a specific measure focused on secondary and postsecondary education (for students aged from 12 to 18 years old) will be addressed later.

Notwithstanding the aforementioned, it is one thing to have a QoL conceptual and measurement framework which is consistent with a "whole child approach to education", and another is to focus education efforts toward the promotion of personal QoL-related outcomes: Implementing the first, will greatly depend on adopting the second. While, as we have discussed, the measurement of personal outcomes is useful for monitoring and supporting educational decision-making processes, focusing efforts on improving personal outcomes of students with ID involves questioning and restructuring the way schools offer growth opportunities to these students in relation to their access, participation, learning, and maximum development. In the final section of this chapter, we present a systematic approach that aligns the perspectives of rights, supports, and QoL for the continuous improvement of personal outcomes of students with ID. This effort is necessary to frame adequately the use of personal outcomes to support decision-making and improve inclusion opportunities in students with ID.

3. A systematic approach toward enhancing personal outcomes in general education contexts

In the above sections, we have presented the rights approach (United Nations, 2006), the supports paradigm (Schalock et al., 2010), and QoL conceptual model (Schalock, Verdugo, 2002). The question to answer now is how to focus the efforts of education toward the improvement of personal, QoL-related outcomes. Specifically, it is necessary to justify why and how to do it. Regarding the first question, the answer is that the core indicators of the QoL domains are sensitive to the goals embodied in the different articles of the UNCRPD (Navas et al., 2012; Verdugo et al., 2012). In this sense, evidence on the improvement of personal outcomes can mirror a better enjoyment of students with ID regarding their access, participation, learning and full development (Amor, 2019). But how? Robert R. Schalock, Jos van Loon, and Remco Mostert (2018) offer a systematic framework that is based on the alignment between rights, supports, and QoL. Their proposal follows a logic model of horizontal alignment between *input*, *throughput*, *output*, and *outcomes*.

Inputs: resources, foundation principles, and student's support needs

Inputs refer to all the factors and elements provided to the education systems, like: (a) resources (fiscal and social capital, time, expertise, and technology); (b) foundational principles; (c) alignment of policy goals and desired outcomes; and (d) pattern and intensity of students' support needs. Regarding foundational principles, the articles 7 (human rights and fundamental freedoms for children), 24 (inclusive and equal education), 30 (participation), and 21 (freedom of expression) of the UNCRPD offer a basis for those principles that drive valued outcomes in students with ID because they are aligned with the core QoL principles of inclusion, equity, empowerment, and self-determination. The alignment between policy goals and desired outcomes can serve as a framework that enables policy makers, education providers, and support teams to begin to focus on what needs to be in place for the desired (and measurable) outcomes to occur. A way to make this operative is to align QoL indicators with QoL domains. Last, it is also necessary to gather information on the intensity and pattern of the extraordinary support needs of students with ID (Schalock, van Loon, Mostert, 2018).

Throughputs: strategies and support practices

Throughputs allude to the strategies and educational and support practices that bring the *inputs* component into action. These authors specify three main *throughputs*: (a) the education reform foundational priorities; (b) the provision of personalized supports; and (c) the establishment of IE environments. Education reform foundational priorities allude to the communities of equality, respect, and social supports; strengths-based models of disability; analysis of barriers and facilitators to change; and the need to develop 21st century skills. These priorities influence the provision of personalized supports, which involves the planned and integrated use of support strategies and resources composing system of supports (made up by natural supports, technology, prosthetics, reasonable accommodations, etc.). Last, inclusive education environments are built upon the education reform foundational priorities aforementioned and provide personalized systems of supports. These environments are focused on enhancing participation and the fullest development of the students with ID by mediating access to education and community resources. The culture of these environments is focused on the students, respects them, and there is a commitment with the improvement of students' well-being. This culture should be based on a strong leadership, shared responsibility, teamwork, and openness to new ideas and permeability to change (Schalock, van Loon, Mostert, 2018).

Output: products of an inclusive education environment

Under this systematic approach, *output* focuses on the product of an IE environment in which interventions, services, and supports are provided to enhance the

Table 3. Implementation guidelines for the components of the systematic approach (Schalock, van Loon, Moster, 2018)

	Implementation guidelines		
Input	Throughput	Output	Outcomes
– Develop school-related policies based on foundational principles embedded in the UNCRPD and the QoL concept – Align policies and practices to measurable outcomes – Assess the pattern and intensity of support needs	– Base educational practices on education reform foundational priorities – Recognize that supports can be administered by everyone who interacts with the student. This includes family members, teachers, paraeducators, friends, and professionals – Use a "user-friendly" plan such as one-page PEP that lists the specific support strategies provided and who is responsible for their implementation (including the person and his/her family, and the teachers and support staff) – Develop the supports or education plan using a QoL framework in which specific support strategies are provided to enhance each QoL domain – Use the characteristics of the IE environment for strategic planning, organization transformation, and output evaluation	– Conduct a contextual analysis of the current environment and determine the factors that facilitate and hinder change (e.g., Amor, 2019) – Analyze the current environment in terms of its structure, function, and culture. The analysis should be based on operational definitions of these three characteristics of IE environment: (a) *"Structure"*: To provide opportunities and support people; (b) *"Function"*: To enhance participation and development; and (c) *"Culture"*: To create environments that enhance personal well-being -Use the results of this analysis to determine significant discrepancies between the listed characteristics and current practices – Use strategic planning and organization transformation strategies to reduce the discrepancies	– Align policies and practices with measurable outcomes – Use a whole-life approach to assess those outcomes – Use an assessment instrument that is based on a well-formulated and validated conceptual model, which uses culturally sensitive indicators, employs a standardized scoring metric, has good psychometric properties, and has standardized administrative procedures – Use outcome measures for multiple purposes (as has been described in detail in the section "Quality of Life as a Measurement Framework and Change Agent").

students' participation and development (and thus improving their well-being). The assessment of the outputs requires analyzing indicators related to the structure, functioning, and culture of these IE environments. Regarding the structure, it is necessary to analyze the degree to which the classroom provides opportunities and supports students (e.g., assistive technology or modified curricula). Analyzing the function makes it necessary to pay attention to the extent to which the classroom enhances participation and development through mediating access to education and community resources, facilitating everyday participation in regular education activities and relationships, supporting opportunities for self-determination, and allowing students to build social capital. Last, the analysis of culture implies the study of the degree to which the classroom reflects values such as the respect for the students, student centeredness, and the commitment to enhancing the students' well-being (Schalock, van Loon, Mostert, 2018).

Outcomes: measures of personal well-being

Outcomes component refers to the assessment of personal outcomes that reflect personal well-being of students with ID (Schalock, van Loon, Mostert, 2018) and which makes operative this 'whole child approach to education'. The uses related to the evidences of personal outcomes have been discussed previously, but it is worthy to highlight these uses again: (a) to monitor the extent to which advances
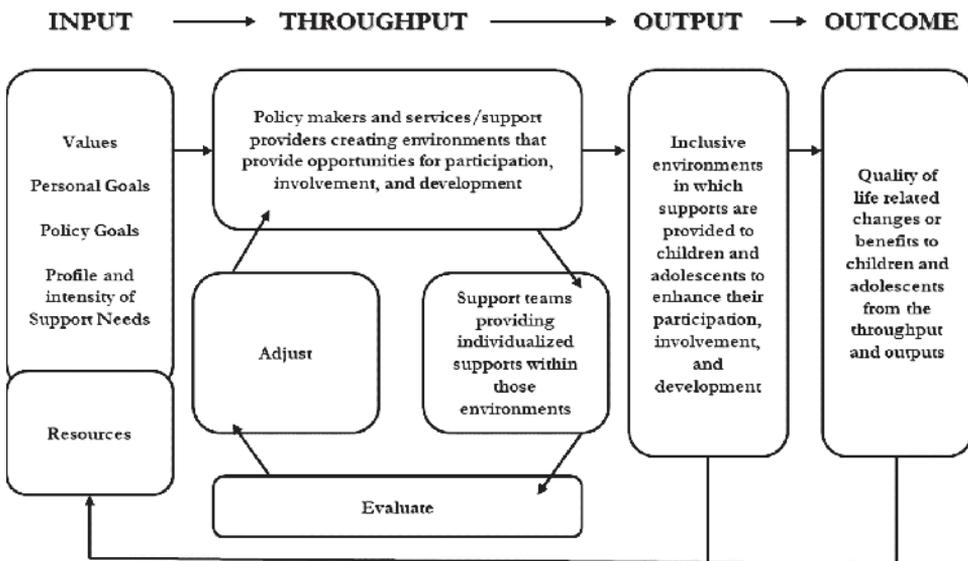

Figure 2. A systematic approach to enhancing personal outcomes of students with intellectual disability (Schalock, van Loon, Mostert, 2018, p. 198)

are being made in core indicators of QoL domains that are sensitive to the articles of the UNCRPD; and (b) to support decision-making strategies within education contexts from a systems perspective to support the transformation of educational practices, cultures, and policy (Amor, 2019). The following table summarizes the implementation guidelines for the four components explained.

The following figure exposes the systematic approach to enhancing personal well-being of students with ID highlighting the relationships between the different components described.

Conclusion

Education systems face the duty of offering all students an enhanced QoL and an inclusive educational experience. In this sense, decades of research and practice in the field of ID has enabled the development of approaches that allow addressing this challenge. The supports paradigm offers a new conceptual vision, tools, and a methodology that allows us to bring equity to education. QoL, on the other hand, shares values with UNCRPD and with IE, offers a "whole child approach to education", brings the supports paradigm into action, and makes it possible to gather evidence of personal outcomes in areas sensitive to the goals of access, participation, learning, and full development from which to support educational decision-making regarding practices, cultures, and policies. The challenge for providing better IE opportunities for students with ID is twofold: (a) to offer resources to education systems to work in the desired direction; and, at the same time, (b) motivate them to change so that they can adopt systematic approaches that align the perspectives of rights, supports, and QoL.

We are aware that this task is complex, and that the development of IE systems takes time and changes are slow. Thus, it is normal and expected that there are different realities and that they overlap: Currently, some schools offer inclusive opportunities, some are ready to provide those opportunities in a short- or midterm, for other schools this possibility is still far away. Similarly, we understand that changes do not have to continue in a linear fashion, and that there will be different threats to change. Lack of commitment, fears, changes in leadership, or public spending reductions are just some of them. However, the "Right to Inclusive Education" is not an option that can be negotiated, and the goal is more important than the sacrifices to be made: The development of a more inclusive and fair society for all.

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Shaping the faces of the prism: rights, supports, and quality of life for enhancing inclusive education opportunities in students with intellectual disability

Abstract

Although inclusive education has evolved from a general principle to a recognized right, a quality inclusive education is still not a reality for students with intellectual disability. In this chapter, we discuss three approaches that can bridge the gap between "what is" current education of these students and "what should be". First, we address the underpinnings of Article 24 of the United Nation's *Convention on the Rights of*

Persons with Disabilities and its implication for educational systems concerning placement and goals to achieve in these students. Second, we provide a general overview of the supports paradigm and its conceptual and practical implications regarding inclusive education. Third, we present a quality of life model as a value-based and evidence-driven framework to enhance inclusive opportunities in students with intellectual disability and to support decision-making in education from a "whole child approach". Finally, we provide a comprehensive, systematic framework that brings these three approaches together to improve students' outcomes linked to the goals of access, participation, learning, and development.

Principle of normalization:
Mother of all inclusive practices

Akhilesh Kumar*

Normalization is – and always has been – about rights!

R. Lemay

*P*resent era is an era of human rights when entire world has been focusing on reforms in services for persons with disabilities in the context of universal human rights. The twentieth century has evidenced major changes towards persons with disabilities in terms of attitude, social perception, social participation, education, legislation and so on. All these humanistic efforts led to the emergence of integration, social-inclusion, inclusive education and protection of rights of persons with disabilities. The Principle of Normalization was the precursor of programs emphasizing inclusive approaches. These inclusive services include integration, full inclusion, promoting Self Determination (SD), Community Based Rehabilitation (CBR), and legislation to protect human rights of persons with disabilities and so on (Kumar, Singh, & Thressiakutty, 2015).

The early 20th century saw the rise of large, non-humane institution throughout the world whereas, on contrary, mid of 20th century saw closing of these institutions and persons with mental retardation and other disabilities returning back to small, community-based settings. Middle of the 20th century saw the development of various ideologies and guidelines for services to children with mental retardation and other disabilities. The most influential among all the ideologies emerged in 20th century in the context of persons with disabilities, is the Principle of Normalization and Social Role Valorisation. In 1972, the book of Dr. Wolf Wolfensberger; 'The Principle of Normalization in Human Services' was published. The book was identified as the most influential classic work in the field of mental retardation (Heller, Spooner, Enright, Haney, & Schilit, 1991).

The essence of Normalization and Social Role Valorization lies in their consequences. These two ideologies (sometimes argued that these are not ideologies rather, are guiding principles to human services) initiated major reforms in human

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services for children with various disabilities. The concept of 'Integration' was first given by Benjt Nirje the pioneer of Normalization Principle. Nirje has defined integration as: "to be yourself – to be able and to be allowed to be yourself – among others (Nirje, 1985, 1994; Perrin & Nirje, 1985). Normalization, arising as it does from a context of equality and respect for self-determination, has been saying exactly this for 25 years. It calls for Normalization of the conditions of life, not of individuals, their behavior or appearance (Lemay, 1999). Since disabled people are ordinary people with ordinary civil rights who happen to have a handicap with the legal and human rights of all other citizens (Bank-Mikkelsen, 1969), therefore, Normalization Principle first advocated that the disabled people should be the part of community and live together with other people (Hollander, 1993). In fact as Bronston (1976) mentions "Normalization is one of the most powerful organizing tools that has developed in the human services scene for consumers and advocates to marshal their strength and have a clear vision of where they are going and where human services ought to be going" (Bronston, 1976).

The main contribution from the Nordic countries to the international development of policies and practices in services for people with Intellectual Disabilities (ID) is no doubt the conceptualization and dissemination of the notion and Principles of Normalization (Tossebro et al., 2012). The ideas of 'Normalization' evolved in Scandinavian countries during 1950's to 1960's originated by Niels Erik Bank Mikkelsen who is sometimes referred to as father of 'Normalization'. He was the pioneer of 'deinstitutionalization movement' in Scandinavian countries. He implemented his ideas of 'Normalization' at first in Denmark during 1950's to 1960's. Niels Eric Bank – Mikkelsen, as head of the Danish Mental Retardation Service, was instrumental in having this principle written into the 1959 Danish law governing services to persons with mental retardation. As a result of his marathon efforts the Normalization Principle was incorporated into Danish law in 1959 and Denmark became the first nation which passed legislation that established a unified agency concerned with the health, education, and welfare of people with special needs, specifically based on helping them experience life as normally as possible (Bronston, 1976).

But the Normalization Principle as a concept was developed and articulated by the Swedish scholar Benjt Nirje and given its first statement in print in 1969 in the report of President Committee on Mental Retardation (Nirje, 1983). Bengt Nirje, then Secretary General of the Swedish Association for Retarded Children, began to apply these principles to retarded children and adults in 1967. In 1968, in the United States the President's Committee on Mental Retardation issued a monograph (Kugel and Wolfensberger, 1969) that outlined the theoretical and functional aspects of Normalization and brought to public attention the ideas on Normalization that had been used in Scandinavia (Juul, 1978).

Normalization was first formulated in 1969 by Benjt Nirje having the ideas of normal rhythms of life which was based on his paper, he presented in the conference

of IASSMD (International Association of Scientific Study of Mental Deficiency). Nirje's theory of Normalization was based on rights: "making available to all mentally retarded people patterns of life and conditions of everyday living which are as close as possible to the regular circumstances and ways of life of society" (Kumar, 2013; Kumar et al., 2015; Levy & Levy, 1986; Nirje, 1994). The Normalization Principle originally defined by Nirje, (Some time referred to as Scandinavian Version of Normalization Principle) consisted of eight planks or facets as described below:

Normalization means a normal rhythm of day

This first dimension of Principle of Normalization indicates having normal routine of persons with disabilities similar to that of a common person of society. It simply means 'independence and autonomy' in all activities related to daily living. It includes all the activities of daily living like getting out from bed, dressing, grooming, eating up to going to bed again in the evening, the person must have an opportunity to experience a normal rhythm regardless of his/her disability or regardless of his/her severity of disability. Nirje mentions "for example, sometimes, one may eat in large groups, but mostly eating in a family situation which implies rest, harmony, and satisfaction. A normal daily rhythm also means not having to go to bed earlier than younger sisters and brothers, or not too early because of lack of personnel. Facilities must also give consideration to the individual's need for a personal rhythm, allowing him to break away occasionally from the routine of the group" (Nirje, 1994; Perrin & Nirje, 1985).

The Normalization Principle implies a normal routine of life

This plank addresses the issues of normal routines of life. During the period of 'Institutionalization' all needed services were in same premises. Perske shares his experience of asylums and mentioned "…in the institution where I worked, the sleeping, eating, learning, working, and recreating took place within the same enclosed compound (Perske, 2004)." Needless to mention that in real world situations, usually a person live at some place, work at some other place, enjoys leisure activities at somewhere else. As Nirje (1969) mentioned "most people live in one place, work or attend school somewhere else, and have leisure-time activities in a variety of places. Consequently, it is wrong when a retarded person, for example, has his training classes, his structured therapies, and his recreation activities in the same building that serves also as his home" (Kumar, 2013; Nirje, 1994). In simple sense any activity for children/persons with disabilities must convey the experience that the daily work routine has vigor and meaning. Further, this dimension

of normalization conveys that may be the persons with disabilities need to be kept some times for special games or leisure activities but for habilitation purposes, facilities of the regular society must be utilized up to a greater possible extent so that they can experience the realistic world. With wider experiences and proper social training, the retarded thus will be able to use the normal leisure-time facilities of his society on his own, and also learn to cope with unprepared, unstructured situations without panicking (Avedon, 1967; Chigier, 1967; Nirje, 1967). A closer look of connotation of this dimension of normalization indicates that it is nothing but **inclusion** which is ubiquitous agenda and a policy slogan across the world.

Normalization means to experience the normal rhythm of the year

Third plank of Normalization describes that normalization means an experience of the normal rhythm of the year. Every year non-disabled peers of persons with disabilities enjoys lot of holidays as well as several family days of personal significance. i.e. Enjoying Birthdays, Anniversaries, days of personal importance, go for leave to get refreshed, go on family tours with their kith and kin. Similarly, persons with disabilities too, have right to enjoy these days of importance, have right to enjoy vacations, to go on tour to get refreshed etc. As Nirje puts it "Most people change their life situations and refresh their bodies and minds at least once a year by going on vacation. In Scandinavia, travel, including travel abroad, has proved meaningful and valuable even for the severely and profoundly retarded" (Nirje, 1985, 1994, 1976).

4. Normalization means an opportunity to undergo normal developmental experiences of the life cycle

This is a very important aspect of Normalization combating the situations of Asylums. This aspect explains that a person with disability should be provided an opportunity to experience developmental pattern according to their age i.e. they must be provided age appropriate experience of Childhood, Youthfulness, old age etc and could not be mixed with. At large institutions usually children, teens, youths, adults and old aged all were kept together regardless of their age whereas in normal society children spends most of thir times with children, teens love to be with teens and this is the case of each person that s/he wants to be with her/his age group. Normalization advocates taking care of this need of an individual for a proper, healthy growth and development. According to the Nirje (1969),

"Children should have available warmth of atmosphere, rich sensory stimulation and surroundings, and settings of proper proportions. In normal society, small children live in a world especially structured for them, guided and taught by a few significant adults. Youngsters and adolescents of school age who are retarded should never live in a confined setting together with mentally retarded adults, because the young people's socialization and impressions of life should be gained as much as possible through contacts with normal rather than a deviant society" (Nirje, 1976, 1985).

The nature of children's life and adult's life are entirely different in normal society. Childhood is about to be taken care of up to a larger extent whereas adult life is about starting own life, to care of family, to have kids which differs from each other. Thus as Nirje viewed it is appropriate to keep children / individuals in their age group allowing them age appropriate experiences. Nirje (1969) beautifully mentioned it as "…like everybody else, the retarded should experience the coming of adulthood through marked changes in the settings and circumstances of their lives. Just as it is normal for children to live with their parents, so it is normal for adults to move away from home and start a life of their own, as independently as possible. Therefore, it is wrong for mentally retarded adults to live on the same premises as children and youngsters, because this serves as a constant reminder that they are different from other adults, and that they are as dependent as children" (ibidem).

5. The Normalization Principle also means that the choices, wishes and desires of the mentally retarded themselves have to be taken into consideration and respected:

In large institutions, the resident's choices, wishes or desires were totally ignored as having different disabilities preventing them from self-determination. Even they were neither allowed nor were respected for their choices, wishes or even their opinions were not taken care of for services they were receiving. This plank explains that the Choices, Wishes and Desires of a person with disabilities must be respected and considered regardless of his/her disability and limitations. This face of Normalization discusses the importance of self-determination among individuals with disabilities.

Normalization means living in a bisexual world

This component of Normalization indicates normal hetro-sexual experience should be provided to disabled persons too. It was the practice in large, non-humane

Institutions to appoint Male staff for male persons with disabilities and female staff for female residents with disabilities. Nirje advocated mixing of the sexes in a manner as free as is commensurate with normal restraints, not only in day centers and workshops, but also in leisure time activities. Mixing of the sexes according to the normal patterns of everyday society results in better behaviour and a better atmosphere, as more motivations are added to it (Nirje, 1969). Entire world has realized the benefits of co-education i.e. mixing boys and girls during their schooling so that they can learn how to behave with the other gender and thus regardless of disabilities of any severity, persons with disabilities need to get experience of a bi-sexual world as per the pattern of the society for a better understanding of society.

Normalization means normal economic standards

This dimension of Principle of Normalization is about providing financial independence to persons with disabilities to maximum possible extent. This implies both giving the retarded those basic financial privileges available to others, through common social legislation, as well as any other compensating economic security measures that may be applicable. This includes child allowances, personal pensions, old age allowances, or minimum wages. As Nirje explains, "the larger part may be used for boarding and lodging, but a normal amount of pocket money for the individual's private use should be given regularly, both to assist in realistic social training and to help foster independent choices" (Nirje, 1976, 1969).

Normalization implies Normalization of physical settings

At large institutions, usually all the services were provided under one roof resulting in keeping persons with disabilities away from the general public. There were schools, therapy centers, residence, hospitals were all made available in one premises. This plank described Normalization of the setting in which disabled persons live. All facilities should not be at same room rather at different places like in Society. i.e. hospitals, schools, group homes and hostels, and boarding homes, should be the same as those regularly applied in society to the same kind of facilities for ordinary citizens. This means persons with disabilities should not be segregated on the basis of their 'disability' and should be integrated with their non-disabled fellows while availing community based services. With normal locations and normal sizes, facilities for the mentally retarded will give their residents better opportunities for successful integration. (Nirje, 1969). In fact this dimension of principle of normalization talks about 'Integration' the precursor of 'Inclusion'.

After the formulation of 'Normalization' various books, articles and other publications and the topic have been written and disseminated. Of course, various authors interpreted it in various ways often, made wrong interpretations. Wolfensberger tried to deal with frequent misconceptions and even perversions of Normalization, often due to the ease with which the term 'Normalization' itself could be (and was) misconstrued or misapplied (Osburn, 1998, 2006). The misinterpretation of 'Normalization' created many misconceptions about the 'Principle of Normalization'. Nirje accepted that due to its simplicity, Normalization is misunderstood by society. He has clarified some misconception in his paper 'Setting the Record Straight'. Some common misconceptions as he identified are as follows:

1. Normalization means making people normal.
2. Special services are inconsistent with the normalization principle
3. Normalization supports dumping people in to the community without support.
4. Normalization is an all or nothing concept.
5. Normalization is appropriate only for the mildly retarded.
6. Normalization is a Scandinavian concept inapplicable elsewhere.
7. Normalization is a humanistic concept but idealized and impractical.
8. Mentally Handicapped people are best off with their own kind, protected from the rigors of society (Kumar et al., 2015; Perrin & Nirje, 1985).

Due to these misconceptions resulted in an evolution in thinking which shifted the term Normalization' to 'Social Role Valorization'. Both the pioneers; Nirje & Wolfensberger differed in their thinking of Normalization significantly, even to such an extent that Wolfensberger changed the name from Normalization to Social Role Valorization but further elaborated the phenomenon building it upon Social Role Theory of social science. In 1983 Wolfensberger coined the new term 'Social Role Valorization' instead of Normalization. At one hand it overcomes many of the historical and other problems that had always plagued with the term 'Normalization' on the other hand it in based on two additional discoveries that are highly relevant to the essence of its meaning (Wolfensberger, 1983) which are as follows:

"…In modern French human service context people had began to use valorization in order to signify the attachment of value to people. In Canadian French pacifically the term 'Valorization Sociale' had been used to teach the Normalization Principle since 1980" (Wolfensberger, 1991).

"…In both French and English the term Valorization has its root in Latin word 'Vallere' mean 'to value' or 'accord worth' Hence the work 'Valorization' elicits very strong positive connotation that clearly correspond to the concept it is meant to convey" (Wolfensberger, 1983). Also since Social Role Valorization in an uncommon term, people are more likely to listen to definition and explanations of it rather than attaching their

own preconceived notion to it as they had tended to do with the word Normalization (Osburn & Caruso, 2008; Wolfensberger, 1983; Wolfensberger & Tullman, 1982). Social Role Valorisation is beyond the scope of this chapter as it is in itself a big human service guideline structured upon the social role theory.

Conclusively, Normalization is profoundly anchored in individualization. Each and every person must be treated and served as special. All services and all relations for people who are devalued must be aimed at upgrading that person's status in the society (Bronston, 1976). Normalization, in its all connotations, was the first simple, documented guideline for human services for persons with disabilities which influenced disability right movement and special education services across the globe and all inclusive practices like integration, inclusion, self-determination, living with dignity whatever we are practicing or talking about have their roots in principle of normalization which is very simple but yet very effective explanations of those rhythms of life, for which persons with disabilities were denied and deprived.

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Principle of normalization: Mother of all inclusive practices

Abstract

Principle of Normalization have had a profound impact on all the disability rehabilitation services across the world. Many radical changes towards services for persons with disabilities were brought by Principle of Normalization, originated in 1969 few of such changes are inclusion, full inclusion, self determination, individualized support, community based rehabilitation, integration etc. As a consequence of Normalization, disability gained the attention of the mass and became very popular across the globe as 'a right based ideology, which in turn, initiated integration, inclusion, community based rehabilitation and other non-segregating practices but surprisingly inclusion became very popular much more than Normalization. In fact inclusion has its root in Principle of Normalization. This chapter is intended to introduce the Principle of Normalization as a philosophy behind inclusive practices. An understanding of principle of normalization is essential to understand inclusion or other such inclusive practices in true sense. This chapter discusses in detail all eight facets of normalization an the reasons why it was misunderstood and further extended as social role valorization.

Keywords: inclusion, integration, normalization, community based rehabilitation, self determination, social role valorization

PART 2.

Inclusive education – the right to equal access to education and a good school for all

Interest in man, his life, work, creativity and in general, what is "human" in him. To awaken, develop and enrich interest in looking at people and shaping a friendly attitude for them always and everywhere – this is the way to the well-being of the individual and to the development of harmony.

Maria Grzegorzewska *Listy do Młodego Nauczyciela* (*Letters to the Young Teacher*). Wydawnictwo Akademii Pedagogiki Specjalnej, 2002, 1, p. 66.

On overcoming limits of endurance.
Beyond the resilience of people with disabilities

Janusz Kirenko*

*A*t the time when many people were fascinated by extraordinary persons with exceptional abilities, such as savants, among others, and the elusive, secret and fairy tale-like aura that surrounded them, I did not jump on the bandwagon of this peculiar fascination.

I am not interested in any, academic or not, inquires into that matter. I do not consider this specific field of academic exploration as particularly meaningful, just like I do not appreciate paranormal events etc. I am not entirely sure how they could be of any importance to me and how people could not thrive in their absence. I do know, however, that things related to human beings are essential in order to maintain the generational and civilizational continuity in its most basic meaning, that is: past, present, and future. I am interested in giving answers to relatively easy questions – answers that do not always provide ready solutions or pretend to constitute some logical and systematized chain of events. After all, I do not know all about that either.

I am aware, however, that whatever is said about disability and the personal and social contexts of the lives of people with disabilities, it will never be nearly enough. There are so many problems and worries that they will always provide a rich material for comprehensive analysis and, furthermore, a great starting point for coming up with questions regarding human existence in general. It has to be underscored, nevertheless, we should shift our attention from the most often discussed concepts and problems, regardless of how pending they might seem to be. Experts and other interested people are already familiar with a majority of them and therefore we should not limit our questions to such issues as dependence and independence of people with disabilities, their helplessness, including the learned one, the way they view themselves and other people, and other problems regarding life orientation,

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maintaining their resilience, and the questions about the way people with disabilities assess and shape value systems. There also exists a considerable space for analysis in the area of elements of rehabilitation system of people with disabilities, including such matters as development and education, professional life, technological resources, communication, participation in family, local, and social life, usage of means of communication, recreation, and sports. Aside from these, there are many other questions that need answers, for instance the questions pertaining to bioethics, where people with disabilities increasingly become the victims of dishonest people and their lack of integrity as well as expertise, which leads to the lack of professional and ethical assistance. Another important issue is the question of social integration, since this concept is closely tied to disability, although it bears mentioning that the concept of social integration is constantly widening.

Another relevant issue is the activity of people with disabilities, its mechanisms and conditions as well as how people with disabilities achieve extraordinary results and how often they overcome their limits. However, I do not mean here the savants or other people with extraordinary abilities mentioned toward the beginning of this paper – those people have always constituted an object of analysis conducted by people passionate about them, including, at the very beginning, writers, and not only the science-fiction ones, as well as scholars, who, more or less boldly and with a pinch of humility, made the effort to learn more about the phenomena that other people did not even begin to notice yet. This paper is, however, about regular people with disabilities.

More and more publications on psychological regulative processes which are part of such phenomena as development or homeostasis, adaptation and many others, point to their ties with resilience understood as regeneration of the previously weakened functions due to the influence of negative factors by certain structures of an organism. Resilient people are more likely to quickly regain the way they used to function before the negative factors affected their performance. Therefore, they show greater progress in learning and rehabilitation than people who are less resilient. Resilience is also related to one's level of mental and bodily resistance, including its hormonal, neuronal, and immunological basis. For those reasons, resilience can be considered as an ability, where biological, psychological, and environmental factors work together in order to create complex configurations. If we confront this data with the studies on, for instance, the role of stressors in different working conditions or the pressure experienced as a result of mental and psychophysical efforts, conducted by developmental psychopathologists, geneticists and endocrinologists among others, we can easily establish the different ways people perform within the context of their permanent limitations.

Whenever we undertake any successful action, the difficulties and obstacles we experienced in the process fade away while the results of our action improve our mood and self-esteem, which, consequently, allows us to replenish our energy.

Success breeds success and therefore our next tasks become just a matter of time and good planning. Motivation, discussed in great detail for years already, is of great importance here, however it has to be founded on lasting values which are difficult to overemphasize. When these conditions are met, our actions will be not only systematic, but also effective. On the other hand, the fortuitousness of our actions can cause a short-lived enthusiasm which, after initial successes, may turn into passivity and apathy in the face of obstacles and failures. Such an experience is very different from the situation, where our motivation is lasting, our ambitions – defined, and our actions – planned. When these conditions are met, it is easier to face challenges and obstacles.

For years I have been saying that disability is an inability to be oneself. It is this type of an inability that desperately tries to find its place in a world filled with inscrutable events and situations. Disability is neither better nor worse than any other circumstances of human life. It is neither more nor less burdensome, if I am allowed to make such a comparison. It is like a pebble in one's shoe which makes it similar to other categories of human suffering, especially when it comes to its daily experiences, its limitations and its capacity to overcome barriers. This, in turn, can make disability seem a little bit trivial. Disability does not always provide an opportunity for experiencing intense emotions that, in turn, can hinder one's efforts in the process of adapting to new and very different living conditions. On the contrary, along with the progress experienced in the process of education and rehabilitation, come positive experiences and emotions which reinforce one's strategies of dealing with difficult and challenging situations. This, in turn, allows to modify one's attitude toward oneself and toward one's disability which produces the sense of responsibility and persistence and results in the belief that one can individually overcome the obstacles. All these factors enhance and authorize resilience. However, it does not always depend on the actions undertaken by people with disabilities themselves or, in other words, on "the authorship of one's life". As professor Joanna Głodkowska put it, we do not exist in a vacuum. Therefore, such aspects as relations and communication with one's community, understanding for people with disabilities and their ambitions, and accepting them for who they are, are particularly important. Even though some of these factors are not always parallel with one another, partnership and cooperation enhance one's confidence.

Empowerment strengthens our internal potential and provides the energy to overcome external obstacles in order to take control of one's life direction and the way we influence our social and physical environment. These techniques of empowerment constitute a bipolar continuum or, in other words, opposite aspects of empowerment: individual and structural. The former aims to improve one's self-control, self-esteem, and confidence, while the latter advocates for people with a limited control over their own lives to break the impasse and re-emerge as full-fledged members of their social groups and communities.

The path of people with disabilities toward a "normal life" and a fully inclusive society is not easy. Every day they encounter the barriers and obstacles that hinder their striving for self-reliance and independent and satisfying life.

There exist many barriers between the world of non-disabled people and the world of people with disabilities. Non-disabled people often disappoint in their encounters with people with disabilities. Therefore, they tend to avoid them which enhance the sense of loneliness and neglect among people with disabilities. A person with a disability is convinced that she or he has nothing to offer to non-disabled people. As a result, people with disabilities are often closed off and take on the role of a "victim" who requires other people's help and support.

Non-disabled people, on the other hand, frequently display their lack of understanding toward people with disabilities. Some of them believe that people with disabilities themselves are to blame for their life circumstances due to their wrong attitude and their conviction that their efforts will not breed success. We know, however, that aside from making peace with one's disability, it is crucial to experience and be aware of the acceptance of other people in our community. People with disabilities often underline that their need to belong, to experience intimacy and love is not met. Therefore, it has to be underscored that meeting those needs make it easier for people with disabilities to judge their life circumstances more accurately, to name their emotions and accept their disability. The way a person with a disability shapes her or his expectations toward other people depend on her or his position within society. As a result, the self-esteem of people close to a person with a disability is crucial in developing this person's personality and resilience. These conditions shape the types of relations, either constructive or defensive, developed by people with disabilities.

It can be said that by freeing the potential of individuals and their control over their own life circumstances, we reach the real goal of inclusion, both on an educational and social level. Replacing integration with inclusion is considered to be a third step on the development continuum which spans from segregation to inclusion. Early rehabilitation of children with disabilities plays a crucial role here, since it improves their independence and makes their inclusion easier. Another important part of this process is preparing parents, teachers, schools and communities to welcome children with abilities.

The social perspective on the "otherness" of disability is essential in improving the effectiveness of integration and abandoning segregation.

It also bears mentioning that there exist some disappointing accounts of daily lives of people with disabilities, in which people with disabilities are praised for their good deeds toward others, especially toward people who consider themselves non-disabled, since they are expected to take care only of themselves. However, whenever something goes against their plans and expectations, non-disabled people are quick to show their friends with disabilities their place in the pecking order.

There are plenty of reasons behind that deprivation, including the often evoked concern for their health, their mobility and many others with a thinly veiled hypocrisy. Those who claimed to be friends of people with disabilities and praised them for their good traits, often times show the most vicious disdain, when a person with a disability takes their spot. While under different circumstances the very same disability evoked respect, now, in a new situation, this disability is viewed as a burden that makes it impossible to fulfill one's tasks. We live in a world rife with manipulation and false. People with disabilities do not need to depend on people who frequently victimize them through their false help and support. But is that a reason to easily excuse one's negligence, inability, laziness and failures? It has to be underlined, that people who find themselves under those circumstances, often fail to evaluate them in a rational manner. They often have no plans or long-term perspectives. They apologize for their existence; they are grateful for any sign of kindness but they also tend to close off, hate and rail. It is human and, in general, normal in this world dominated by moral relativism and the lack of values.

However, there are some changes, for instance in the area of rehabilitation and social policy, which are parallel to the changes that can be observed in the way disability as a phenomenon is regarded by some people. One of the most explicit changes in that area are supporting and empowering activities. In addition, we can observe some major social or rather systemic changes. For example, institutionalization is not as popular as it used to be. Instead, the focus has shifted toward restoration of environment since nature has always been a refuge for people with disabilities. Modernity, however, contributed to its gradual erosion, while postmodernity, focused on social engineering, neglected the importance of family and community to people with disabilities. It bears mentioning, however, that utilization of our common resources requires careful planning, since these resources can often turn into the sources of exclusion.

Development of rehabilitation contributed to the change in the views on the matter of disability and its definitions which resulted in the emergence of new models of disability. In fact, social policy increasingly meets not only the expectations outlined by the social model of disability, which replaced the individual model of disability, but also other, more socially focused ones that shape the circumstances of their implementation in the spirit of respecting people with disabilities. These models adopt subsidiarity as its core value.

When we look at that from the perspective of working with people with disabilities, it becomes clear that the fundamental values of the social model of disability have been very influential over the years, especially in terms of analysing and diagnosing major difficulties experienced by people with disabilities in their social lives. The social model of disability demanded equal rights for people with disabilities and it also made sure to point out the sources of oppression experienced by disabled people. Nowadays, however, the focus is more on actively empowering

people with disabilities and encouraging them to make their own choices, to act, and to take responsibility and control over their own lives. In the individual model of disability, these actions were considered natural. However, the individual model of disability was met with a lot of criticism. As a result, its core values were adopted by other models of disability under the umbrella of empowerment. This approach is crucial to people with disabilities who want to be independent and develop relations with other people. If that approach is present in all aspects of rehabilitation, educational, therapeutic and social work, then it will fulfill its goals. The cohesion of different actions is of the utmost importance. It can be said that people with disabilities are active participants in this model and the results of supporting activities are correlated with a disabled person's activity, engagement, and responsibility.

On overcoming limits of endurance. Beyond the resilience of people with disabilities

Abstract

This is an essay in which the author shows disability in the contexts of personal and social functioning. It goes beyond the areas most frequently signaled, though probably unresolved issues and problems. He issue teh problem of activity of people with disabilities, investigation of its mechanisms and conditions, their achievement of above-average effects and their frequent crossing of the borders of the so-called impossibility. The author focuses on the impact of regulatory processes of mental nature, whose participation relates to development or homeostasis, adaptation, adaptability. These processes are closely related to the concept of resilience, understood as the recovery of weakened functions by specific body structures, experienced by the effects of harmful factors. The persons with more resilience recover their state of functioning before the action of harmful factors relatively faster and relatively easier, therefore they show greater progress, e.g. in learning and rehabilitation, than persons characterized by lower intensity of resilience.

Crossing the higher educational divide for people with intellectual disability[1]

Patricia O'Brien*

Introduction

This chapter arose as a result of invitation from the Maria Grzegorzewska University to look into the unity in diversity as an important aspect of inclusive education. Phenomenon of disability in the wider areas is a multi-layered concept involving personality, self-actualization, responsibility, safety, and autonomy. In this chapter different models of inclusion of students with intellectual disability experiencing university life are outlined. A rationale is given for selecting full inclusion such as within *uni 2 beyond* – an initiative at the University of Sydney. Challenges regarding making such initiatives fully inclusive are covered leading to a call for an international network to be set up for all stakeholders of inclusion within university settings.

Background to inclusion within university settings

The title for my article was *Crossing the higher educational divide for people with intellectual disability,* the content of which is now expanded within this chapter. The chapter is set within the context of Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (United Nations, 2006) which reinforces that all persons with disabilities have the right to an inclusive educational system. The CRPD did not arise in isolation but reflected earlier international influences, such as, the Civil Rights movement of the 1960's (Janken, 2010), where Rosa Parks sat in the front of the bus as part of the Montgomery Bus Boycott for the

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rights of African Americans to be recognised; another influence was that of Legal Class Suits to close institutions that can be traced back to theorists who focused on the lack of humanity where people with disabilities were congregated together in large residential settings (Blatt, Kaplan, 1974; Wolfensberger, 1972, 1983); another major influence was the parent movement arising from the advocacy of family members wanting their sons and daughters with disability to gain equal opportunity, with education being one of the major areas of their focus (Temby, O'Brien, 2019). With respect to education the 1970's saw the start of legislation being introduced across the western world enabling all children with disabilities to have a right to education, ameliorating prevalent attitudes that children with moderate, severe and profound disabilities were considered to be in educable (Keogh, 2007). Two decades on into the 1990's inclusive educational pioneers saw the opportunity for further advancement in the provision of equal educational opportunity where students sat beside their same aged peers within mainstream settings (Ainscow, 1997, 1999, 2005). As a result, the right to *inclusive education* was born with children with disabilities across early childhood, primary and secondary school settings, starting to be educated in the same settings as their peers without disabilities. The right of choice for family members to choose between special and inclusive education for their sons and daughters was no longer a concept but had become a reality, aided by such statements as Salamanca (UNESCO, 1994) that called for inclusion to be the norm and more recently the CRPD in 2006 with its foundational emphasis on inclusion. However, crossing the divide between secondary to university education has needed a depth of understanding to counteract how students with intellectual disability have been shut out of university life for lack of linguistic, logical and mathematical skills. Howard Gardner (1983, 1993) through his theory of multiple intelligences has suggested that we have been asking the wrong question, not *how smart are you* but *how are you smart*? He argues that there are many forms of intelligence, such as, being music smart, people smart, word smart, logic smart, nature smart, body smart and picture smart. The theory of multiple intelligences has shifted our thinking away from the normal curve and replaced it with an abundance of intelligences making it easier to bridge this chasm between the finish of secondary schooling and opportunities within university settings for students with intellectual disability.

Models of inclusion within university setting

My first experience of inclusive education for students with intellectual disability within a university setting arose from the birth of my granddaughter in England who was diagnosed with Rett Syndrome, a neurological condition. Evie is now 18.In the early 2000's after her diagnosis I looked for work in Europe to move from

New Zealand so that my husband and I could be closer in providing support for Evie and the family. As the luck of the Gods would have it I was appointed in 2004 to Trinity College Dublin to set up the National Institute of Intellectual Disability (NIID) where we developed the first accredited qualification for students with intellectual disability within a university setting across Europe, the *Certificate in Contemporary Living* (CCL) (O'Brien et al., 2008; O'Brien et al., 2009). The CCL comprised both core and elective units, with the core units including: Written and Oral Communication, Mathematics and Financial Management, Information and Communication Technology, and Inclusive Studies and Research. This latter unit gave students a choice of undertaking a course from the undergraduate offerings of the University. The CCL was a great success with students graduating in the same hall as famous others that had gone before them: Oscar Wilde, Jonathan Swift and Mary Robinson. All Ireland celebrated with the students. They had succeeded in showing the world that the last frontier of inclusion for students with intellectual disability of gaining a university qualification had been broken through.

Reaction from the students and staff to the outcomes of being and becoming university students at Trinity College Dublin was positive as outlined below:

Our mentors are not treating us like we have disability. They are treating us more like ordinary people… they have not got a disability and we have got disabilities so like, they don't treat you like a kid (Student voice, O'Brien et al., 2009, p. 290).

What I like about the course is where we learn different things, like we get to sit in on mainstream lectures… I like everything… talking about different issues… also I like International Awareness and now the course is running I like the lot and learning new things (Student voice, O'Brien et al., 2009, p. 290).

I am more independent. I am not reliant on my parents, I have great support. I am really getting more independence and it is great … and I meet people and at 31 I am ready to move on and get a life of my own (Student voice, O'Brien et al., 2009, p. 290).

Then from a lecturer perspective, Barrie O'Connor, John Kubiak, Deborah Espiner and Patricia O'Brien (2012, p. 250) spent time in conversation with lecturing staff from across the university who commented on the CCL program as "an inherently morally worthwhile thing to do to be inclusive and to give opportunities to students who might otherwise not get them". Another lecturer remarked, "I think it's an excellent thing to be more inclusive generally with the students" (O'Conor et al., p. 250).

In 2009 I returned to Australia to take up a position as Director, Centre for Disability Studies, affiliated with the University of Sydney, where I started to consider how to introduce students with intellectual disability into the life of the

campus. Apart from setting up a steering committee I reflected on what would be the best model? Three types of models had been identified by Debra Neubert, M. Sheril Moon, Meg Grigal and Vanessa Redd (2001): Segregated, Hybrid and Full Inclusion. Segregated one was where students were on the university campus but learned as a student group without any interaction with other undergraduate students; hybrid was where students learned both within classes set up for people with learning disabilities as well as attended mainstream university classes; full inclusion meant that the students were sitting in mainstream lectures with peers who did not have a disability participating in the same university course.

To date the efficacy of these approaches has only been studied independent of one another, with the need for a major comparative international research study. My own world view at the time of choosing a model to introduce students with intellectual disability into Sydney University was influenced by a visit to the University of Sydney by Bruce Uditsky, Inclusion Alberta and Professor Anne Hughson, University of Calgary, who had been instrumental in developing a fully inclusive post-secondary model that had been adopted and funded by the state of Alberta and introduced across all its universities (Uditsky, Hughson, 2012). Their writing in this area had indicated that students with intellectual disability who experience university life through a fully inclusive model benefit both economically and socially (Hughson, Uditsky, 2019). Their work coupled with my own observations, later confirmed by Niamh Lally, Patricia O'Brien and Robert Gilligan (2019), that a hybrid approach did not easily facilitate transition into employment, higher education settings, or sustain university friendship. This led to the Canadian model of full inclusion being introduced as a pilot program on the University of Sydney campus. The choice of this model was premised on the assumption that it would not only promote lifelong learning but sustain social connections.

My own experience of working with people with intellectual disability is that the need for social connection if not met can lead to loneliness which can be manifested in behavioural issues (Gilmore, Cuskelly, 2014). The pilot programme that became known as *uni 2 beyond* supported students with intellectual disability to attend lectures and socialise within the university. This was facilitated by the co-ordinating staff of the Centre for Disability Studies but was also dependent upon each student being introduced to both an academic and social peer mentor. Academic mentors attended the same course giving content support both prior to the lectures and afterwards, while the social mentor arranged to share lunches, coffee, university club activities as well as activities beyond the university. Research on *uni 2 beyond* found that the students with intellectual disability were perceived to have increased both in confidence and independence (Rivas et al, 2012; Gadow, MacDonald, 2019), with their peer mentor relationships being of prime importance. A recent study captured the stories of students involved in the initiative being told to and interpreted by two members of the Centre for Disability Studies (CDS)

inclusive research network (Kelly, Wagstaff, 2018). These stories reflected how increased confidence and independence gained by *uni* 2 *beyond* students was linked to feeling more accepted as evidenced by their mentor relationships.

The CDS inclusive research network began in 2012 where co-researchers with intellectual disability partnered with university co-researchers in undertaking research projects that people with intellectual disability saw as having meaning for their lives (Walmsley, Johnson, 2003). This approach to research is relevant when considering *concept* versus *reality*, as hearing the voice of students with intellectual disability through being interviewed by their disabled peers is likely to capture more closely the reality of the concept of inclusion (O'Brien, McConkey, García-Iriarte, 2014).

The model that has been implemented at the University of Sydney where students are fully included can bereferred to an auditing model where students participate in lectures and tutorials, as non-credit students. They are encouraged to complete academic work to the level that suits their strengths, abilities and interests and receive a Certificate of Completion issued by CDS at the end of the 2-year program (Gadow, MacDonald, 2019).

Apart from mentor support, family support is also critical with families being invited to attend a family support group twice a year, as well as six monthly formal presentations by the students on a specific topic that has captured their interest in the lecture series they have attended. Family feedback as reported in a follow up study at the end of the two-year program in 2018 identified several areas that families believed had impacted positively their sons and daughters through being fully included at the university. These covered increased independence; higher expectations by the family on what their son or daughter, brother or sister could achieve; acknowledgement that families could and needed to step back from being involved in all decision making; and acceptance by university peers. This last point connects with my premise that being fully included would lead to social connection and not only to academic knowledge. Family members raised that the life at university for their sons and daughters brought with it "a more open type of acceptance from their university peers in comparison with their experience of the secondary schooling system" (O'Brien, Murray, 2019, p. 201). The following quote sums up that university life focused less on the person's disability.

> *One of the great things about the programme was total inclusion, and that disability was not in the language, which I think makes it such a big success for the students because they've lived a world of disability and it's forever in their mind to come into this environment and not to be labelled, be part of the university* (A family member perspective, O'Brien, Murray, 2019, p. 199).

International perspective on inclusion

In 2019 a group of international colleagues who had been instrumental in opening up universities to students with intellectual disability collaborated on a book entitled, *People with intellectual disability experiencing university life: Theoretical underpinnings evidence and lived experience* (O'Brien, Bonati, Gadow, Slee, 2019). The reader is introduced to inclusive educational programs across several universities, specifically Trinity College Dublin, University of Iceland, University of Calgary, Canada, University of South Carolina, United States, University of Sydney and Flinders University, Australia. Within the respective universities there were variations around how inclusion was interpreted ranging from a hybrid approach to that of full inclusion. The alternative to full inclusion found students attending only a percentage of mainstream courses while other courses were an extension of what students had experienced within their secondary schooling. Specialised courses and activities related to preparation for employment as well as skills for independent living "placed the student back in the world of disability" (O'Brien, Murray, 2019, p. 199). In turn, full immersion brought with it what John O'Brien (2019, p. 272) described as "typical and valued expectations and experiences of student life as the primary medium for their growth and development". Regardless of the model adopted, these universities have broken down the barriers that have existed for centuries associated with shutting out students with intellectual disability. Their innovation has begun to build pathways for students with intellectual disability to cross into higher education post-secondary schooling. What needs to be safeguarded against ,however, is that a divide does not become entrenched philosophically between universities about what constitutes inclusion at this level. Patricia O'Brien, Michelle Bonati, Friederike Gadow and Roger Slee (2019) have called for a worldwide network to support one another in setting up postsecondary initiatives for people with intellectual disability. Their call is best summed up by them in the following way,

> To ensure that such initiatives follow values underpinned by human rights and inclusion, we believe that an international network, consisting of peers and stakeholders who champion inclusive education at the tertiary level should be formed… It would support one another to navigate common obstacles, such as rigid university structures and polices, barriers to funding and overcoming resistance from key decision makers (O'Brien, Bonati, Gadow, Slee, 2019, p. 285).

O'Brien and Bonati (2019) have expanded on what they see as being needed for inclusive rhetoric to become reality and also have called for collective action to ensure that the following elements are in place, starting with choice of model. They see something as fully inclusive if it reflects the CRPD' s principle of full

participation (United Nations, 2006). Funding also needs to be secured through government and recurrent subsidies otherwise such initiatives run the risk of being "one off". Also, of challenge to universities is admission to non-accredited courses requiring alternative entry standards and accessible assessment requirements. Here advocacy is needed to resist students being directed to vocational courses outside of university offerings. Similarly, without government subsidies university support services may not be officially available to students who do not meet entry requirements. Apart from lack of support services inclusive of learning and teaching aid, graduation policies are likely not to approve students who have completed an inclusive initiative to walk across the same graduation stage and at the same time as all other students.

Such barriers will need the support of an international network, if inclusive practice within university settings is to be grounded sustainably. Universal human rights legislation spoke about the *unity in diversity* regarding discrimination and lack of distribution of resources (Birkenbach, 2009). However, often general limitation clauses in such can argue that in certain circumstances the implementation of such rights can be interpreted as both unreasonable and demonstrably unjustifiable (e.g., Queensland Government, 2018). Importantly, Nancy Roseneau's work (2004) on relational social justice provides another lens through which to promote acceptance of students with intellectual disability within university settings. She focuses on the connection between mind and heart and sees the development of relationships as a human right, levelling the relational playing field between those in hierarchical positions with those who are stigmatised as different. Narratives of the outcomes for students with intellectual disability experiencing university life are rich in documenting relational social justice between mentors and students as well as lecturers and students (Messenger, Lindsay, Rillota, 2019; Montissol, Cook, 2019; Turley, 2019; Walker, MacDonald, 2019).

Conclusion

In closing the chapter, I would like to return to my opening comments that came from recognising inclusion as a multi-layered concept involving personality, self-actualisation, responsibility, safety and autonomy. Research on the outcomes for students with intellectual disabilities attending university is in its early stages. However, published research associated with descriptions of programmes and stories of students who have attended university, and also ongoing research (O'Brien, Bonati, Gadow, Slee, 2019) suggest that students grow in responsibility, confidence and demonstrate self-determination and autonomy reflecting the subthemes of the conference. Further investigation of the drivers and facilitators to inclusion within university settings for students with intellectual disability, particularly

international, would shed light on what can cross the divide and sustain the encouraging outcomes. The positive effects for those with disability can be observed specifically in the following areas: personality, self-actualisation, responsibility, safety and autonomy.

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Crossing the higher educational divide for people with intellectual disability

Abstract

In this paper university life for people with intellectual disability will be described across international boundaries, with a particular emphasis on the model of inclusion at the University of Sydney. How the latter model was developed, researched and implemented will be included in the presentation followed by a critique of positive and challenging outcomes reported by universities that have opened their doors to students

with intellectual disability. The student voice and that of lecturing staff will be digitally heard within the presentation exemplifying how unity in diversity has enabled students to self-actualize, through increasing their responsibilities and autonomy as adult learners. In keeping with the philosophy of the Maria Grzegorzewska University it will be argued that inclusion at the higher education level means a "good university for all". Within the presentation the work of the Inclusive Research Network (IRN) at the Centre for Disability Studies will illustrate how in real life both co-design and co-researching between people with intellectual disabilities and people without can add to the concept of both building unity across diversity and crossing the divide.

The impact of opportunities to learn with grade-level classmates without disabilities on self-actualization and autonomy for students with extensive and pervasive support needs[1]

Diane Lea Ryndak, Deborah J. Taub, Christie Cavanaugh, Kari Alberque*

Introduction

*B*ecoming self-actualized and being able to demonstrate autonomy in life does not happen quickly or easily for any individual, but it is even more difficult for individuals with extensive and pervasive support needs. Students with extensive and pervasive support needs sometimes are referred to as students with severe or significant disabilities. The very nature of disabilities that result in extensive and pervasive support needs frequently decreases an individual's opportunities to learn and use behaviors that demonstrate self-actualization and autonomy, as other people in their lives might provide too much assistance and limited situations in which self-actualization and autonomy could be demonstrated to make either immediate or life-changing decisions.

Opportunities to learn and use skills, including those for self-actualization and autonomy, are necessary throughout educational experiences for all students, but especially for students with extensive and pervasive support needs. This paper describes: (a) equitable schools and opportunities to learn; (b) theoretical constructs that underlie equitable education that provides opportunities to learn for every student, including students with extensive and pervasive support needs, in general education classes with grade-level classmates; (c) variables and

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practices that lead to opportunities to learn; and (d) the impact of opportunities to learn on one student's self-actualization and autonomy.

Equitable schools and opportunities to learn

Schools are a microcosm of society. If the goal is to create an equitable society where adults have the ability to be active and engaged members of that society, then it is imperative that we build equitable school communities where all students have and share opportunities to learn (Taub, McCord, Ryndak, 2017). It follows that equitable school communities must present equitable opportunities to learn for each student. It must be noted that equitable opportunities to learn are different from equal opportunities to learn. Both equitable and equal opportunities to learn involve all students making progress toward the same post-school outcomes (Taub, McCord, Ryndak, 2017), such as having agency over where to live, with whom to socialize, and in what work and in which hobbies to be engaged. If the opportunities to learn were equal those opportunities would look exactly the same for every student, regardless of each student's learning need. If the opportunities to learn were equitable those opportunities would look different, with each student provided planned and organized instruction to meet their own learning needs, allowing each student to effectively access those opportunities. Thus, as needed, some students would receive supports, accommodations, and/or modifications to have the same opportunities as their general education classmates to learn the instructional content (Taub, McCord, Ryndak, 2017).

In an equitable school community, all students work, play, and learn together across the entire school day and other school-sponsored activities. Students with and without disabilities take turns teaching and learning from each other, sharing their strengths and supporting each other. The adults in the school do not identify students as being either "general" or "special" education students; they all are just students, with whom every adult is engaged. Instruction and classwork is adapted to match how each student engages with it, accesses it, and/or responds to it. While instruction, activities, and content are modified to include less complex expectations for some students, ultimately all the students have opportunities to learn the same overarching concepts and skills. Thus, when all students have opportunities to learn together there would be alignment between the general education content all students are expected to learn, the content that is taught to all students, and the content on which each student's progress is assessed (Taub, McCord, Ryndak, 2017).

By definition a student with a disability experiences barriers to learning that might not exist for their general education classmates who do not have disabilities. For instance, if a student uses an augmentative or alternative communication (AAC) system to interact with others during instruction or other school-sponsored

activities, then that student's instruction must incorporate the use of that AAC system, otherwise the student would not have either opportunities to learn the content or demonstrate their acquisition of the content. This would be the case for students with all types of disabilities (e.g., deafness, blindness, autism, intellectual disability, physical disability, multiple disabilities). As Deborah A. Taub, Jessica A. McCord, Diane L. Ryndak (2017) noted, research consistently has determined that students with extensive and pervasive support needs who receive special education services in segregated, self-contained special education classes and schools have limited chances to engage in opportunities to learn grade-level academic content, or acquire and generalize the use of embedded essential skills, such as social interaction skills, self-care, mobility, communication, self-advocacy, self-determination (Carter, 2018; Soukup et al., 2007). Thus, it follows that the acquisition and use of both grade-level academic content and embedded essential skills would be greater when they receive instruction on both sets of skills, and that instruction is embedded within inclusive general education contexts (Ruppar et al., 2018).

Theoretical constructs that underlie equitable education and opportunities to learn

There are several theoretical constructs that underlie the practice of equitable education for all students and, therefore, facilitate the provision of opportunities to learn for all students. Two of these constructs, least dangerous assumption and presumed competence, are particularly critical to the practice of equitable education, and ensuring that each student has opportunities to learn. Let's explore why.

Many students with extensive and pervasive support needs have difficulty demonstrating and expressing their knowledge, feelings, concerns, and thoughts due to physical, cognitive processing, or communication/language issues (Kearns et al., 2011). Because of this, it is easy for others to assume that they do not have knowledge, feelings, concerns, or thoughts to share on any given topic, with any given person, or during any given activity. This assumption frequently leads to a lack of expectation for a student with extensive and pervasive support needs to engage in activities; this lack of expectation results in a lack of ensuring a student has consistent opportunities to learn.

As early as 1984, Anne Donnellan discussed this phenomenon within the framework of long-term goals of education and the possibility of limiting opportunities to learn for students with physical, cognitive processing, or communication/language issues by suggesting the adoption of the criterion of the least dangerous assumption:

> *Given that the long-term goal of education is to ensure that students acquire the skills necessary to be able to live, work, and recreate as independently as possible as adults;*

and given that there are a variety of educational means or strategies currently available for instruction; and given that, through lack of conclusive data, we are currently forced to make assumptions about the relative impact of various strategies on the long-term goals, which assumptions will have the least dangerous effect on the likelihood that the goal will be attained? [author-added emphasis] (p. 148).

Her answer to this pivotal question was that we *must* assume every student is competent and, therefore, provide students the supports required to ensure that each student has opportunities to learn that are consistent with high expectations. In contrast, the other alternative of assuming incompetence and/or low expectations could result in doing more harm to a student, if that assumed incompetence about any student eventually is proven to be incorrect.

As an example, consider a 15-year-old student with extensive and pervasive support needs who for 10 years received special education services in segregated classes that served only students with similar needs. Imagine this student does not demonstrate progress in academic (e.g., reading, math) nor embedded essential skills (e.g., self-care, social interactions, compliance). Within this segregating setting there are often only special educators. The students in this class have a wide range of ages. Now imagine this student leaving that segregated special education class and joining general education classes of students her own age. Her general and special education teachers, as well as any instructional assistants and therapists, have the option of either: (a) presuming this student is incompetent and provide instruction on content only at the student's testing level of performance, which is at least 12 years behind the general education classmate and from which there has been no progress documented for multiple years; or (b) presuming this student is competent and provide instruction on some or all of the same general education curriculum content provided for the general education classmates, with accommodations and/or modifications to the content, instruction, and/or materials as needed to ensure opportunities to learn. If at some time in the future the student's education team has documentation that demonstrates this student cognitively understands content but has difficulty expressing knowledge and understanding of content, which assumption would have done the student less harm ---- assuming incompetence, or assuming competence? (Note: this example will be referred to again later in this paper).

This issue of "competence" was further discussed over a decade later when Douglas Biklen (1999, p. 50) argued that "as a matter of basic sensitivity and good educational practice, educators must presume that the person is intelligent". Because students with extensive and pervasive support needs increasingly were gaining access to general education curriculum content and settings, these concepts were further operationalized by Jorgensen (2006; as cited in Jorgensen, McSheehan, Sonnenmeier, 2007) who proposed that "the least dangerous assumption is to presume a student is competent to learn general education curriculum

and to design educational programs and supports based on that assumption." Thus, the acceptance and use of the theoretical constructs of *least dangerous assumption* and *presumed competence* are essential to the provision of opportunities to learn for students with extensive and pervasive support needs.

Variables and practices that lead to opportunities to learn

For students with extensive and pervasive support needs to have increased opportunities to learn, access is a key variable. The question of how best to access the curriculum involves consideration of instructional setting, content, and instructional practices or strategies. An emphasis on the general education classroom as the instructional setting is embedded in other sections of this paper as it serves as a fundamental goal of inclusive education; therefore, the following section focuses on content, as in the general education curriculum, essential skills, and modifications; instructional practices; and self-determination.

General education curriculum: access, content, and practices

The general education curriculum is the content taught to students at a particular age or grade level, such as reading, writing, math, science, and social studies. Curriculum is comprised of intended, enacted and assessed components. The intended curriculum is based on the standards or grade level expectations that become the adopted standards, or what all students are expected to learn or know and be able to do, also referred to as knowledge and skills. The enacted curriculum is the content and skills actually presented to students, which may be guided by specific curricular programs or other approaches teachers use to teach the intended curriculum. The assessed curriculum is what is assessed to determine both individual progress and student outcomes at the grade level, school level, or even state level. In the United States, two laws state clearly that all students, including students with extensive and pervasive support needs, are expected to access and make progress in the general education curriculum (IDEA, ESSA); and thus, have access to the intended curriculum, practices and approaches implemented to teach, or enact, the curriculum, and appropriate assessments to determine progress on the assessed curriculum. Although there are often issues of alignment between these curriculum components (Anderson, Brown, Lopez-Ferrao, 2003; Martone, Sireci, 2009), the same considerations should be in place for students with extensive and pervasive support needs as they are for all students.

General education curriculum content. It is clear: Students with extensive and pervasive support needs will have the greatest access to the general education

curriculum in the general education classroom (Jackson, Ryndak, Wehmeyer, 2009; Soukup et al., 2007). However, placement alone does not guarantee that instruction in the general curriculum will occur appropriately. Access to the general education curriculum and standards requires careful consideration of the content and how to modify content and instruction in ways that preserve the intent of the standards, or the intended curriculum. Implementation of UDL and MTSS is an important step in preserving the standards and teaching all students, but it is also necessary to maintain focus on fundamental well-validated teaching strategies such as task analysis, least to most prompts, mnemonics, graphic organizers, and time delay, for example to focus on *how* we teach the curriculum rather than changing the curriculum goals.

Embedded essential skills. Although some researchers have debated that students with extensive and pervasive support needs require instruction that focuses on functional skills (Hunt, McDonnell, Crockett, 2012), more recently, researchers have suggested that the general education, standards-based curriculum, and functional curriculum are not mutually exclusive (Ryndak et al., 2014). Students with extensive and pervasive support needs often require instruction on essential skills such as choice making, how to engage appropriately with peers and adults, and how to communicate, in addition to fundamental academic skills that most other students have mastered. In the past, these types of skills have been conceptualized as "functional" skills; however, the curricula built upon a functional framework are often dated and focus on skills that may no longer be useful for many students or lacking in some skills that are essential for living in the twentieth century.

These essential skills are more purposeful and generalizable when embedded into natural routines and contexts rather than taught in isolation or through massed trial teaching out of context (Hunt, McDonell, Crockett, 2012). There are fundamental differences between tasks such as completing a worksheet by filling in missing alphabet letters and using the alphabet to access a communication device to express a need or communicate with peers. The latter activity represents an essential skill that is embedded easily into multiple natural routines with natural consequences (e.g., the student's needs are met; student interacts with peers). Further, generalization to other opportunities for interaction is built into the instruction and practice of the skill. With small changes to the context such as embedding instruction into natural routines, there may be a significant change in a student's demonstration of knowledge and ability to use that knowledge appropriately. Pam Hunt, John McDonell, Margret A. Crockett (2012) noted an increase in students' abilities to generalize essential skills when they were embedded as a part of natural routines in inclusive contexts. Addressing generalization purposefully is an inherent guideline of Universal Design for Learning, UDL (described in the following section) that impacts students' opportunities for action and expression and engagement and expands teachers' implementation of options for representation.

Curriculum modifications. Suk-Hyang Lee, Michael L. Wehmeyer, Jane H. Soukup, and Susan B. Palmer (2010) investigated the impact of curriculum modifications on student behavior and found that high school students with disabilities demonstrated increased academic responding when curriculum modifications were present. Curriculum modifications in the form of adaptations or augmentations (Thompson et al., 2018; e.g., see Wehmeyer, Lattin, Agran, 2001, Wehmayer, Lance, Bashinksaki, 2002) promote access to the general curriculum for students with extensive and pervasive support needs (Lee et al., 2010). The adaptations do not alter the content; rather, they provide additional ways for students to access content and respond which is consistent with the UDL framework. For example, using technology to present content in multiple formats and with visual supports or allowing students to use technology to communicate what they have learned are considered curriculum adaptations – same content, different way to see or hear it or to demonstrate understanding.

Curriculum augmentations include additional strategies or skills that students may need to succeed or benefit from the general education curriculum such as learning supports, memory strategies, or goal setting. Evidence-based practices and the use of technology to increase access to the general education curriculum *if* they are implemented in the general education classroom when students with extensive and pervasive support needs are learning alongside grade-level peers. The use of curriculum modifications and UDL are closely aligned and serve as critical approaches to ensuring all students have appropriate access to the general curriculum that leads to improved student outcomes.

Instructional practices and supports

A clear vision and philosophy about how students with extensive and pervasive support needs should be afforded opportunities to learn in the same context as their peers in a general education setting are essential for adopting an inclusive approach that moves behind physical placement alone. For inclusion with positive outcomes to become a reality for students with extensive and pervasive support needs, key instructional practices and instructional content warrant consideration.When evidence-based practices are implemented, student outcomes improve (Kuntz, Carter, 2019). This is true for all students; and, it is no different for students with extensive and pervasive support needs. The term, evidence-based practices (EBPs), refers to strategies or practices that have been validated empirically to have a positive impact on student outcomes. Because research on how to teach students with extensive and pervasive support needs has accelerated over the past 40 years (Browder, Wood, Thompson, Ribuffo, 2014), there is little confusion about the selection of EBPs, yet implementation of EBPs varies. Implementation variables, such as context in which students

receive services, the focus of the intended curriculum, and match between what students need at various points in time and access to curriculum and services, determine outcomes for students beyond the mere selection of EBPs. The following practices will be described as fundamental EBPs to support students with significant disabilities in the context of an inclusive setting during the school-age years: Universal Design for Learning, Multi-Tiered Systems of Support, and Peer Supports. In addition, a framework for personalized supports planning (Thompson et al., 2018) will be introduced to provide further guidance on how to increase access to the general education classroom and curriculum in meaningful ways.

Universal Design for Learning. Universal Design for Learning (UDL), is a teaching framework that reduces barriers to learning and increases opportunities for all students to learn and benefit from instruction in general education classrooms (Meyer, Rose, Gordon, 2014). A primary assumption that guides the implementation of UDL is that the barriers to learning exist in the environment and therefore, can be modified rather than learners adjusting to the environment. Three guidelines and the related checkpoints within the UDL framework, provide teachers flexibility to meet the needs of all learners through means of Engagement, Representation, and Action and Expression. The implementation of each guideline is possible when teachers follow the checkpoints for providing options; and, while there are multiple ways to address each one, there is no set number that determines whether UDL is implemented effectively or not. The most important key to effective implementation is that teachers consider the barriers in the environment, content, and context to address the needs of all students prior to planning lessons rather than developing a lesson and modifying it later to fit a specific student's needs. James R. Thompson and colleagues (2018) discussed how implementation of the UDL framework is part of personalized support planning for students with extensive and pervasive support needs.

Representation refers to the "what" of learning: the content or knowledge and skills taught to students. When teachers address means of representation, they are presenting content in various ways while appealing to the recognition network of learners' brains to develop an understanding of information, details, facts, and other discrete knowledge for students to acquire, retain, and apply learned knowledge. For example, when teachers provide options for how content is presented such as an audio-recording of text read or images paired with key vocabulary, they are following guidelines for means of representation. For a student whose reading ability is below grade level or for one who has difficulty comprehending complex language structures, the use of audio recordings and visual aids serves to decrease barriers to learning and increase access to the curriculum.

Action and Expression refers to the "how" of learning: the ways that students demonstrate learning and understanding. Teachers who address means of action

and expression are providing options for students to respond and are addressing the brain's strategic network. When teachers implement UDL and are planning lessons with all students in mind, they generate opportunities for students to demonstrate learning in multiple ways. For example, if the goal is for students to demonstrate they comprehend text (whether they read it independently or with support or listen to an audio recording – all options under means of representation), students may have the option to write a response, select answers to multiple-choice questions using technology, listen to a recorded summary of a section and use a gesture or response mechanism to indicate the accuracy of the summary. Additionally, students may have the option to illustrate or select pictures that convey the meaning of the reading.

Engagement refers to the "why" of learning, or motivation and engagement. As teachers consider means of engagement for UDL implementation, they acknowledge the affective network and incorporate guidelines for increasing motivation and engagement for all students. Teaching students to set goals, self-monitor progress, collaborate, and reflect all relate to means of engagement. In addition, teachers who consider students' interest and select materials and experiences that are relevant and authentic and who challenge students strategically, are implementing a UDL framework.

Multi-tiered systems of support. Multi-tiered systems of support (MTSS) is a framework that schools implement to provide systematic support for all students to succeed academically through levels or tiers that increase in intensity and individualization. Two specific MTSS frameworks are Response to Intervention, RTI, and Positive Behavior Interventions and Supports, PBIS. While RTI focuses more specifically on academic content, usually reading and math, and PBIS focuses on behavior, implementation of MTSS through either RTI or PBIS or a combination, academic and behavioral outcomes improve for all students (Fuchs, Fuchs, Stecker, 2010; Mumbardó, Shogren, Guàrdia-Olmos, Giné, 2017; Walker et al., 2018). This description and examples will address MTSS more generally, but the fundamental components are similar for both RTI and PBIS.

Within an MTSS framework, there are multiple layers or tiers of support with most implementations including three tiers. All students, including students with disabilities, benefit from instruction at the core level, or Tier 1. Tier 1 instruction is that which is implemented in the classroom for all students and when a program or approach is used that is built on evidence-based practices and it is implemented effectively, most students succeed. A fundamental component of any MTSS implementation is the use of assessment data (Jimerson, Burns, VanDerHeyden, 2016). Assessments are administered and data analyzed at key time points in a given school year for multiple purposes: to confirm if students are on track for meeting standards or benchmarks, to identify students who are not on track and may

benefit from additional support provided through Tier 2 or Tier 3 intervention, and to determine if Tier 1 instruction is effective for most students, or at least 80% of the class or grade. Tier 1 instruction for reading or math is based on the grade level standards and the programs implemented to teach those standards. Supports already in place for students with disabilities would also be considered as part of Tier 1 instruction.

For any students who are not meeting grade level expectations or standards, schools provide support through intervention at Tier 2 or Tier 3. Generally, the intervention is provided in small groups or individually and is designed to target the specific areas that students may need to accelerate progress and meet the expectations or standards. Tier 2 intervention for reading or math focuses on fundamental skills such as phonics or fluency for reading and computation or problem-solving for math. Tier 2 intervention for behavior may focus on coping skills, making friends, anger management, or impulse control. The classroom teacher may be the person to implement Tier 2 interventions or a specialist is likely if available. While students receive Tier 2 support, they continue to benefit from instruction in Tier 1 so the Tier 2 support is additive and not a replacement for Tier 1.

When an instructional team determines through data analysis that Tier 2 support in addition to Tier 1 is insufficient for accelerating student progress, the student then receives Tier 3 intervention. A primary difference between Tier 2 and Tier 3 intervention is intensity, which is adjusted through group size (often one on one or one teacher working with 2 students) and duration (amount of time per intervention session increases). The focus of the intervention is similar to Tier 2 for academic foundational skills or challenging behavior and brief assessments and review of student data occur at least as frequently as every other week to determine the effectiveness of the intervention. When Tier 2 intervention support transitions to Tier 3, the student still continues to receive Tier 1 so core instruction to teach grade level standards remains intact. For students with extensive and pervasive support needs, Tier 2 and Tier 3 interventions would focus on the fundamental skills necessary to make progress toward individual goals and standards. Again, Tier 1 instruction would continue with supports already in place, but students would benefit from intervention to make further progress and any specific instructional or support needs for students with disabilities may occur at all three tiers.

Peer supports. When students with extensive and pervasive support needs have access to peers without disabilities in general education classrooms, the use of peer supports is possible and more importantly, effective. The effectiveness of peer supports has been validated across contexts and with students of varying disabilities and severity (Jameson et al., 2008; Stenhoff, Lignugaris, 2007), but are unlikely to be implemented unless students with extensive and pervasive support needs are learning alongside their peers who can serve as supports. Thus, the use of peer supports

in inclusive settings helps to ensure that all students are benefitting from instruction. Peers with and without disabilities can play a vital role as tutors and as models for social interaction, communication, behavior, and other skills that support social and academic achievement (Hudson, Browder, 2014; Malone, Fodor, Hollingshead, 2019). Students with extensive and pervasive support needs have experienced increased numbers of social interactions (Carter et al., 2010) and peers without disabilities have shown improvements in academic outcomes when peer supports were implemented (Carter et al., 2011). While regular and daily interaction between peers with and without disabilities is a fundamental feature, deliberate action is equally fundamental. The effectiveness of peer supports improves when teachers use them systematically and intentionally and teach peers how to fulfill the role (Biggs, Carter, Gilson, 2019; Carter et al., 2010). For example, peers without disabilities need to be taught how to engage students with extensive and pervasive support needs, model behavior or steps of a task, use technology such as AAC, or prompt responses.

Personalized supports planning. Thompson and colleagues (2018) suggest that consideration of students' support needs is necessary to focus on changes or enhancements to the general education classroom environment for the purpose of teaching students with significant [cognitive] disabilities and to facilitate "personalized learning." This concept aligns very closely with the tenets of UDL and is grounded in accumulating research evidence supporting the positive outcomes associated with inclusive education for students with extensive and pervasive support needs. With the assumption that we understand "what" to teach students, as described in a previous section on curriculum content and that we maintain "appropriately ambitious" goals (see Yell, Bateman, 2017) for students with extensive and pervasive support needs, attention to personalized supports addresses further "how" to teach students in the general education classroom. With the goal to provide support for students to make progress toward appropriate goals, Thompson and colleagues provide a framework for planning personalized supports that includes categories and subcategories of supports: (a) curricular adaptations (i.e., supplementary, modified, and alternative goal adaptations); (b) instructional supports (i.e., instructional and alternative adaptations); and (c) participation supports (i.e., accommodations, modifications, and personalized supports). As goals are developed and opportunities to address the goals are embedded into the students' classroom schedule and routines, specific supports are identified to support student attainment of the goals.

Self-determination

Self-determination is the ability to control the direction of one's own life (Shogren et al., 2015a). Skills associated with self-determination include setting goals,

evaluating options, making choices and achieving goals (Morningstar, Clavenna-Deane, 2018). Since all students benefit from developing and using these skills both immediately and throughout their lives, they can be used to by students to make decisions about their own involvement in general education classes and other activities, as well as the general education curriculum (Palmer et al., 2004). Research has demonstrated that when students with disabilities who have acquired self-determination skills exit their school program, they are more likely to be employed and live independently as adults in the community of their choice (Morningstar et al., 2010; Shogren et al., 2015b). As with acquiring other academic and embedded essential skills, the educational services provided for students with extensive and pervasive support needs must be systematic and reflect evidence-based practices if they are to acquire and use self-determination skills (Kurth, Marks, Bantz, 2017; Taub, McCord, Ryndak., 2017).

Several research-based self-determination models have been developed, including:*The Self-Directed IEP* (Martin et al., 1996), *Steps to Self-Determination* (Field, Hoffman, 1994), *Self-Advocacy Strategy* (Van Ruesen et al, 1994), and *Self-Determination Learning Model of Instruction* (SDLMI) (Agran et al., 2006). The use of these models has been linked to positive outcomes of students with extensive and pervasive support needs, such as increased (a) student participation in the development of their educational program (Martin et al., 1996), (b) student self-identification of strengths and opportunities for growth (Test, Neal, 2004), and (c) overall development of behaviors that reflect self-determination (Wehmeyer et al., 2011). Mary E. Morningstar and Elizabeth Clavenna-Deane (2018) describe several components that reflect evidence-based practices, including self-assessment, goal development, identification of support resources, and self-advocacy. When used consistently over a student's educational career, these components have led to improved acquisition and use of the skills that reflect the degree to which a student's life is self-determined.

Equitable schools have used models such as the *Self-Determination Learning Model of Instruction* (SDLMI) for students with extensive and pervasive support needs, resulting in increased access to general education curriculum (Agran et al., 2006) and improvement in students' use of self-determination skills. These skills are fundamental to ensuring equitable access to opportunities and resources for individuals with extensive and pervasive support needs both during students' school experiences and in adults' engagement in their community of choice. When schools increase opportunities to learn through the development of student-directed instructional plans, students gain foundational skills for self-actualization in adulthood.

Impact of opportunities to learn on self-actualization and autonomy

In a seven-year case study of a student's services and progress on both grade-level academic content and embedded essential skills, Diane Ryndak, Andrea P. Morrison and Lynne Sommerstein (1999) provide an excellent comparison of this student's opportunities to learn first in segregated, self-contained special education classes, and then in inclusive general education classes, for a student with significant intellectual, language, and speech disabilities. In this study, the student had received special education services in self-contained classrooms for 10 years (i.e., 5–15 years of age). Over multiple years the student's test scores consistently demonstrated 1st and 2nd grade performance levels in reading and mathematics; her behavior and social interactions demonstrated a need for her to have constant adult supervision; and her anticipated limited growth was interpreted to predict an adulthood that required her living in a fully supervised group living facility, as well as a fully supervised day activity program for only adults with disabilities, instead of work in an equitable community. Although this student had been working on the same basic reading and math skills for 5 consecutive years, she had demonstrated little to no progress on those skills and her social behaviors and interactions with both adults and students in school settings increasingly were problematic and aggressive.

This student's family saw her perform differently in the community and at home and, therefore, had a different long-term vision for her. They believed that when she exited high school at age 18, she would attend a university and later work at a regular competitive job, live in her family's community where she already had friends, live in her own apartment, and advocate for herself as independently as she could with supports provided as needed.

Through the family's advocacy for her school to follow the education laws in the United States, they were able to change this student's educational placement and services. She was moved from the segregated, self-contained special education classes to grade-level general education classes where she was a fully engaged member of all class instruction, routines, and other school-sponsored activities with same-aged classmates who did not have disabilities. This student's opportunities to learn quickly changed dramatically, as did the content she learned, the amount of that content she learned, her use of that content across contexts, and her overall behaviors. She became self-driven; her behaviors and social interactions became consistent with those of her same-aged general education classmates; she began reading openly for classes, for pleasure, and everyday activities; and she developed many more friendships.

To accomplish this her general and special education teachers, as well as other educational personnel (e.g., speech/language pathologist, occupational therapist),

provided instruction on math, reading, and embedded essential skills within and during the general education class instructional activities, as well as during other school-sponsored activities. Her work became age- and grade level-appropriate, which provided her opportunities to learn and practice foundational academic skills within meaningful activities and contexts with her general education classmates; she also, however, had access to higher level math and language arts concepts and skills, to which she previously had no access. While this student's formal assessment scores did not change, the differences in her acquisition and use of academic and embedded essential skills was dramatic, both immediately upon having opportunities to learn that content and over the remaining 7 years of her educational experiences.

The difference in this student's outcomes were related directly to her increased opportunities to learn grade-level and embedded essential skills through the identification and use of accommodations and/or modifications to instruction, activities, materials, and curriculum content that were determined with the student and her family through person-centered planning approaches. These four variables (i.e., instruction, activities, materials, curriculum content) can be considered as barriers to providing services for students with extensive and pervasive support needs in inclusive general education classes, they also can be considered facilitators of the provision of opportunities to learn.

Conclusion

The importance of every student having opportunities to learn and use the general education curriculum content, as well as embedded essential skills, is critical for each student's long-term success. Research clearly demonstrates that students with extensive and pervasive support needs acquire and use more skills when they receive instruction embedded within general education settings with general education classmates. To develop and sustain effective services in general education settings, however, requires a change in how teachers, administrators, parents, therapists, and other personnel think about students with extensive and pervasive support needs, as well as how they envision the purpose of educational services for all students.

In this paper we provided information about some of the educational practices that have been found to be effective at building equitable schools that serve all students in the same grade-level appropriate general education classes. This is not an exhaustive review of such strategies, but is meant to lay the foundation for an understanding of inclusive education for students with extensive and pervasive support needs. Such changes in how individuals think about these issues and how they develop and sustain this type of education system requires a great deal of

collaborative teaming. While collaboration frequently is discussed in relation to general and special education teachers co-planning, co-teaching, and co-evaluating instruction with other service providers, the same need for collaboration exists among school system administrators, policy makers, and advocates. This type of change requires coordinated efforts at all levels; that is, classroom, school, school system, and national levels.

To accomplish this type of systemic change and ensure it is sustained over time, a field of science is newly being applied to the field of education – implementation science. While this field began to look at getting a specific practice used consistently by everyone in a system (e.g., a specific hand washing regimen in hospitals), what those researchers found now is being reviewed for potential effectiveness in relation to developing and sustaining equitable schools that facilitate inclusive education for students with extensive and pervasive support needs (Lazarus et al., 2019).

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The impact of opportunities to learn with grade-level classmates without disabilities on self-actualization and autonomy for students with extensive and pervasive support needs

Abstract

Inclusive education encompasses both theoretical constructs (e.g., least dangerous assumption, presumed competence) and implementation variables (e.g., curriculum, settings, instructional practices). When these variables are addressed collectively, the complex and multilayered process of developing equitable schools and implementing evidence-based practices that facilitate inclusive education results in students with extensive and pervasive support needs demonstrating unpredicted progress in the acquisition and use of both academic and embedded essential skills across situations that are meaningful in their lives, as well as progress related to self-actualization and autonomy. These variables are discussed, and examples of how opportunities to learn with grade-level peers without disabilities impacted self-actualization and autonomy for one individual with extensive and pervasive support needs, following 15 years of educational segregation followed by 7 years of inclusion at school and in the community.

Is full inclusion always the answer?

Gabrielle Wilcox*

$\mathcal{I}$nclusive education, as a policy, has increased in popularity in recent decades and has often been viewed as a moral imperative. This move has been fueled by the historic lack of ownership by general education regarding students with more complicated needs, which has led to two systems with little interaction. Unfortunately, this seems to be a reactionary approach that simplifies a complex issue into a dichotomous choice: either full inclusion or special education. This chapter joins other voices in arguing for a more nuanced approach to inclusive practice that demands better quality research on which to base decisions and puts student needs and goals above blanket policies that are applied indiscriminately.

What is inclusive education?

While the OECD (2000) asserted that there is agreement on what inclusive education is and that resistance to change is the only impediment to its effective implementation, others suggest that there is a continuing lack of conceptual clarity regarding what constitutes inclusive education. There is not currently a single, agreed upon definition of what inclusive education is, which makes it difficult to compare studies and to make determinations about its efficacy and effectiveness (Göransson & Niholm, 2014; Niholm & Göransson, 2017). Further, some arguing for full inclusion for all students assume that the location rather than instructional supports is the most critical aspect of instructional decisions and that any supports provided outside of this specific locale is discriminatory (Kauffman, Ward, & Bader, 2016). Part of the rationale is that students should socially interact with typically developing peers and assumes that all students feel they belong when

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they are in a general education classroom. However, some students feel a stronger sense of belonging in classrooms with students who experience challenges similar to theirs (Hornby, 2016).

Fuchs and Fuchs (1994) argue that full inclusion has been championed by supporters of social integration for students with intellectual disabilities (ID), especially in increasing regular education students' acceptance of peers with differences – notably ignoring the academic needs of students with special education needs (SEN), especially the academic needs of those with specific learning disorders (SLD). In full inclusion models, students with disabilities in general education classrooms tend to receive accommodations rather than interventions – giving them a calculator rather than providing an evidence-based intervention to teach them how to compute long division (Fuchs & Fuchs, 1994; Kauffman, Felder, Ahrbeck, & Badar, 2018).

What is the state of evidence?

Academic

Unfortunately, general student performance is often less than ideal (Canadian Council on Learning, 2008), and teachers report that they do not generally use evidence-based curricula in general education instruction (Kretlow & Helf, 2013), so it is unclear how school personnel implementing full-inclusion have the capacity to additionally support the varied, and often significant, difficulties of students with needs related to various disabilities (Fuchs & Fuchs, 1994). Further, there is evidence that students with SLDs do not achieve well academically in inclusive classrooms, making limited gains over a three-month period (Fuchs et al., 2015; Fuchs, Fuchs, & Fernstrom, 1993), suggesting that inclusive classrooms do not meet the academic needs of all students. One meta-analysis of academic achievement in inclusive education acknowledged the challenge of uneven definitions of inclusive education but did not account for this in the analysis; this study found significant but weak impact of inclusive classrooms, highlighting the variable findings (Szumski, Smogorzewska, & Karwowski, 2017). Ruijs and Peetsma (2009) conducted a review of research on the impact of inclusive practices on students with and without SEN; however, this part of the review excluded students who had moderate to severe needs. Their summary concluded that there were mixed results on the academic performance both of students with mild to moderate disabilities and on students without special needs; additionally, the definition and amount of inclusion varied, and most studies were descriptive or did not utilize a control group. Their overall conclusions suggest variable findings including positive effects, negative effects, no effects, which likely hide differential effects – with

inclusion providing academic benefits for some and not others academically (Ruijs & Peetsma, 2009).

A recent randomized controlled trial examined academic gains of students with an SLD in math receiving either inclusive education or specialized instruction over three years (Fuchs et al., 2016). Students who received the specialized intervention demonstrated stronger growth and smaller gaps than students receiving inclusive education, demonstrating large effect sizes, suggesting that, for the specific math areas covered in this study, specialized instruction with specific strategies resulted in stronger academic gains than inclusive education.

In addition to specific academic gains, Fuchs and colleagues (2015) found that teachers in inclusive education classrooms do not use differential behavioral and instructional strategies for students with SLDs, students with SLDs were less engaged in class activities, and they interacted less frequently with both peers and teachers. Additionally, an international survey found that in inclusive classrooms, teachers consistently reported spending less time with students with SEN (Cooc, 2019), which is concerning considering that students with SEN require more instructional time. Moreover, Saled (2001) noted that students with intellectual and developmental disabilities are included for socialization, but there is little emphasis on academic and adaptive skills necessary for successful transition to adulthood.

Suggesting that placement in inclusive setting with accommodations will provide appropriate access to instruction implies that students with SEN will have equal access to the curriculum without specialized instruction (Gilmour, Fuchs, & Wehby, 2018). However, many strategies that fall under inclusive practice are not evidence-based (Fuchs & Fuchs, 2015), and, as noted, their impact on academic functioning is variable with little information supporting academic outcomes for students with SEN. Students' limited academic achievement is related to insufficiently intensive instruction because inclusive education teachers "do not recognize the need for it and the know-how to provide it" (p. 105; Fuchs & Fuchs, 2015).

Social/Emotional/Behavioural Functioning

A primary proposed outcome for inclusive education is social integration and belonging. However, students diagnosed with behavioral and emotional disorders demonstrated higher rates of disruptive behaviors in inclusive classrooms than in specialized classrooms though, which likely impeded their sense of belonging (Saled, 2001). Further, students in special education placements actually reported higher academic self-concept than those in inclusive settings and demonstrated a smaller decrease in academic motivation over two years (Kocaj, Kuhl, Jansen, Pant, & Stanat, 2018). The students with SEN who attended inclusive classrooms were surrounded by higher-performing peers with whom they likely compared their own progress, decreasing their perceptions of their own academic progress.

Schwab, Gebhardt, Krammer, and Gasteiger-Klicpera (2015) found that students with SEN, with varying levels of inclusion, felt less socially included than their peers, suggesting that inclusive education may not meet its primary objective for all students.

After graduation, students with ID tend to purposefully limit their social interactions to family, agencies, and others who have disabilities to increase their sense of safety and belonging (Butcher & Wilton, 2008), suggesting that this level of social interaction is not demonstrated in post high school interactions of students with ID. Even in employment-related inclusion, there has been little focus on the individuals' view of whether they feel socially included in the workplace, making it difficult to draw conclusions about its effectiveness (Lysaght, Cobigo, & Hamilton, 2012).

Ruijs's and Peetsman's (2009) review also included studies on the social-emotional functioning of students with mild to moderate disabilities in inclusive settings. Again, findings were inconclusive and did not address the impact of social interaction outside of school, but evidence suggested that both peers and students with SEN perceive themselves less positively when in general education classrooms. They found a slightly positive effect for students without special needs on social outcomes, implying that inclusion may be more beneficial for typically developing students than for students with additional needs.

Parent and family views

In research on the impact of inclusive education on instruction and outcomes for students with SEN, parents' views are rarely explored, which is problematic as parents continue to support students with SEN after they transition to adulthood. Interestingly, parents of children with SEN supported the idea of inclusive education, but about half of them did not think it was the best option for their children (de Boer, Pijl & Minnaret, 2010). Students' needs differ, and the post-graduation goals that they and their families have differ; for some students, inclusive placements are an appropriate choice to meet those goals, but for others, inclusive placements interfere with preparing for post graduation goals (Wilcox, McQuay, & Jones, 2019). Consequently, a policy that does not consider the needs of students and the desires of parents who will continue to support them after graduation will not meet the needs of large numbers of students. Additionally, students who do not receive adequate support, tend to have limited employment opportunities, less access to social and leisure activities, and impaired mental and physical health as adults, which is why there is an emphasis on transition planning during secondary school for students with disabilities. Addressing these goals in inclusive secondary classrooms would likely interfere with the advanced content that must be covered in secondary schools (Talaparta, Wilcox, Roof, & Hutchinson, 2019).

While inclusion has been widely purported to benefit all students, review studies including students with emotional, behavioral, and learning disabilities have not demonstrated consistent results, suggesting that those views are overstated (Limbach-Reich, 2015). There are multiple contributors to these uneven findings including the lack of a consistent definition, limited comparison or control groups, weak research designs, no measures of treatment fidelity, lack of clarity in outcome measures (academic, behavioral, adaptive, etc.), limited attention to what the benefits and detriments of inclusion are and how they may differ across populations (Limbach-Reich, 2015; Lindsay, 2003). Despite the limited evidence supporting the ideal of full inclusion for all, the moral rhetoric of inclusive education has made it difficult to challenge, even though the evidence of its effectiveness has been equivocal. Consequently, inclusion has been broadly implemented as policy internationally without requiring evidence of its effectiveness (Haug, 2017).

It is concerning that empirical evidence has not only not been required before widely implementing full inclusion policies and practices, but empirical evidence is sometimes viewed as irrelevant to the debate (Haug, 2017; Kavale & Forness, 2000). Some argue that true social justice is only achievable when there is a range of instructional options available to address the needs and goals of students (Kauffman, Felder, Ahrbeck, & Badar, 2018) and that students will continue to struggle until they receive the appropriate instruction to which they are entitled (Fuchs & Fuchs, 2015).

Is specially designed instruction different and necessary?

Some students need specific instructional content and strategies that would not benefit most students in general education. By definition, students who are eligible for special education are likely to not learn at the same rate as students without disabilities. As a result, students with disabilities often require a slower pace of instruction and more intensive, individualized instruction, with greater support, and more repetitions and feedback than necessary for most students in general education (Cooc, 2019).

Zigmond and Kloo (2011) summarized some of the essential ways that special education is different from general education. First, while general education is a right in many countries, special education is reserved for students who meet certain criteria. Second, general education focuses on group level instruction while special education is modified to individual needs. While differentiated instruction is a useful tool in supporting diverse student needs in a general education classroom, it is often insufficient to meet the needs of students with disabilities, as students requiring special education often need a level of explicit, intensive

instruction that is difficult to attain in regular education classrooms. Finally, "general education is a place; special education is a service (p. 161, Zigmond, & Kloo, 2011), which is a primary argument in support of strong special education services.

Do regular education teachers have the training and support necessary to effectively provide inclusive education?

Teachers indicate concerns with their preparedness and skill in meeting the needs of diverse learners in their classrooms. Some concerns noted by teachers include not having adequate training, the impact on other students, and difficulty effectively managing poor social skills or violent outbursts (Forlin, Keen, & Barrett, 2008). While teacher attitude toward inclusive education can positively impact outcomes, in other instances teachers who were initially enthusiastic demonstrated a decrease in their enthusiasm after implementing inclusive education practices because their expectations for success were not met (Forlin et al., 2008). Teachers, in one study, who held more positive views of inclusive education, experienced greater levels of burnout related to self-fulfillment (Talmor, Reiter, Reiter, & Feigin, 2005). In addition to positive and inclusive attitudes, students with disabilities need teachers with competence in specific instructional strategies, especially choosing evidence-based interventions to meet specific needs (Gilmour, Fuchs, & Wehby, 2019). General education teachers typically learn few specific strategies they can utilize in teaching SEN students as their training focuses on content and general pedagogy whereas special education teachers receive specific training in how to modify and individualize (Zigmond & Kloo, 2011).

Teachers report that while they think they have the skills to create an inclusive classroom environment, they find it difficult to plan, prepare, manage, find activities and materials, and assess primary school students in an inclusive environment (Gaitas & Martins, 2017). A review of research noted that teachers reported that they feel unprepared to teach in inclusive settings and to meet student needs; behavioral needs especially interfere with their ability to meet the needs of the class as a whole, leading to additional work demands (Gray, Wilcox, & Nordstokke, 2017). Further, studies tend to focus on elementary settings, but the logistical and content demands of secondary schools significantly increase the aforementioned difficulties.

Students with learning disabilities require a level of intense, direct, systematic instruction in order to make effective gains that is challenging for general education teachers to provide (Fuchs & Fuchs, 1994) both due to the limits of their training and the demands of large, busy classrooms. Full inclusion demands a level of differentiation that most teachers cannot achieve (Kauffman & Badar, 2016) and requires general education teachers from primary through high school to meet the

instructional needs of students who need feeding and toileting assistance, instruction in Braille and sign language, Applied Behavior Analysis, Picture Exchange Systems, and training in life and job skills, as well as intensive academic and study skills interventions.

Syntheses of research on the level of instruction that leads to academic gains in math and reading for students with SLD suggest that they require small group instruction ranging from one to four students depending on the specific intervention (Fuchs & Fuchs, 2015). Additionally, students with SLDs require greater duration as measured by the length of each session, the number of sessions per week, and the number of weeks the intervention lasts. Even when general education teachers have the training to deliver these intensive interventions, it is logistically difficult to provide this type of intervention for multiple students with divergent needs while meeting the other diverse needs of students in the classroom. As an example of the intensity of instruction needed by students with SEN, the following paragraph provides descriptions of the instructional needs of students with reading difficulty and transitional needs of students with ID.

Research suggests that students with an SLD in reading require interventions delivered in small groups, with long sessions, over 20–30 weeks, utilizing explicit, direct instruction, active student engagement and practice (Vaughn, Denton, & Fletcher, 2010). Most elementary school teachers in inclusive settings would struggle to provide this, even if they were trained, as they would have multiple students with differing SEN. In locations that require transition planning for students with SEN in secondary education, this planning requires specific goals that are jointly created with families and students and progress monitoring in areas such as independent living, employment skills, and functional academics (Landmark, Ju, & Zhang, 2010; Talapatra et al., 2019). Most general education students do not work on these skills during school, making it difficult for teachers to meet the needs of the whole classroom and students with SEN.

Moving forward to support all students

Approaches to providing education have tended to represent either or thinking in determining how to meet the needs of diverse students, with the focus moving between full inclusion and full separate Special Education classes. Vaughn & Schumm (1995) outlined an approach to inclusive education over two decades ago that is flexible and focuses on the needs of students rather than on inflexible policies that promote only one way to support students. The main tenants of this approach are that teachers must choose to participate rather than being mandated to provide inclusive education. Most importantly though, Vaugh and Schumm assert that data must be collected and analyzed regularly to determine how effective

practices are for the school, specific populations, and individual students. Focusing on implementation at the school level, with required data collection and analysis, will allow for decisions that consider the needs of students in a given context and the flexibility to individualize supports and service delivery to the needs of students rather than meeting the mandates of policies.

Parent and student goals need to be part of the planning and decision-making process as they can speak most clearly about their needs; ignoring the voices of students and families marginalizes them and discounts their voice (Kauffman, Anastasiou, et al., 2016). If students are required to participate in inclusive education even when it does not provide the instruction necessary to reach family and student goals, then inclusive education denies them access to education.

It is imperative that research in inclusive education provide clear conceptual definitions of what is meant by inclusion in research in order to provide clearer information on what aspects of inclusive practice are beneficial for which aspects of functioning (e.g., academic, social) and outcomes for which students because inclusive education is unlikely to support all students in the same way (Niholm & Göransson, 2017). Future research also needs to remediate current limitations of research of the efficacy and effectiveness of inclusive education including limited comparison or control groups, weak research designs, no measures of treatment fidelity, lack of clarity in outcome measures (academic, behavioral, adaptive, etc.), limited attention to what the benefits and detriments of inclusion are, variable impact across populations (Limbach-Reich, 2015; Lindsay, 2003), and to implement more randomized control trials (Fuchs et al., 2015).

Instructional and placement decisions must be made for individual students rather than for entire groups, and inclusion cannot be conflated with an intervention or instructional strategy to support students with disabilities (Kauffman, Anastasiou, Badar, Travers, & Wiley, 2016). While is it relatively easy to demonstrate location, it is much more difficult and much more important to demonstrate access to instruction. Students deserve to have educational planning decisions based upon what will best support their specific needs and provide them with access to education rather than policy decisions about location.

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Is full inclusion always the answer?

Abstract

In this article author presents inclusive education in a cathegorys of policy, which in recent decades has often been viewed as a moral imperative. She considers this issue into a dichotomous choice: either full inclusion or special education. This chapter joins other voices in arguing for a more nuanced approach to inclusive practice that demands better quality research on which to base decisions and puts student needs and goals above blanket policies that are applied indiscriminately. Author concludes Future research also needs to remediate current limitations of research of the efficacy and effectiveness of inclusive education including limited comparison or control groups, weak research designs, no measures of treatment fidelity, lack of clarity in outcome measures (academic, behavioral, adaptive, etc.), limited attention to what the benefits and detriments of inclusion are, variable impact across populations, and to implement more randomized control trials.

Inclusive education works: I am a testimony

Floyd Morris*

Introduction

"*I*nclusive education is not only an educational system but an approach and an attitude which addresses the learning needs of all learners and allows for the greatest possible educational opportunities" (Waddington & Toepke 2014).

Education is one of the most important developmental tools as it provides an opportunity for all who receive it to be empowered and live transformed lives. Celebrated global icon and South African leader Nelson Mandela views education as a fundamental means of social transformation and empowerment (Mandela, 1994). The United Nations has declared education a fundamental human right for all citizens. Article 26 of the human rights charter states: "Everyone has the right to education and education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedom" (United Nations, 1948). From a personal standpoint, I view education as indispensable in the transformation and empowerment of citizens and this is even more so for vulnerable groups such as persons with disabilities (Morris, 2017; Morris & Henderson 2015).

In this chapter, I seek to highlight the importance of the paradigm of inclusive education. I posit that for persons with disabilities to be truly empowered and accepted by members of society, inclusive education must be given fundamental priority by governments. I indicate what is this paradigm of inclusive education and point to current trends in the field. I then venture into a brief description as to the state of the Jamaican Education System from the perspective of inclusive education. A qualitative description of the system is also articulated, citing personal examples as how as a blind person, I navigated the different levels of the Jamaican Education System. I conclude with some recommendations and trajectize what the future of education should look like from the perspective

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of the Convention on the Rights of Persons with Disabilities (CRPD) and the Sustainable Development Goals (SDGs).

Inclusive education: What is it?

According to the United Nations Education, Scientific and Cultural Organization (UNESCO) inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society (UNESCO, 2009, p. 8). The definition proffered by UNESCO gives an elemental understanding of the concept of inclusive education. There are three major issues emanating from the definition:

1. It is an approach that seeks to include persons with disabilities in the general education system within a society. It rejects the notion of isolation and segregation, unless the circumstances of disability are extreme that warrants special education treatment.
2. It functions on the principle that education is a fundamental human right and therefore no one should be excluded from the system. Every man or woman has the right to learn so that they can become a part of the productive capacity of their society.
3. It is a means of promoting social justice. Persons with disabilities within any society are among the most vulnerable and therefore education should be used as the means of empowering and transforming their lives (UNESCO, 1994).

In 1993 The United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities articulated the need for a more inclusive education system throughout the world. The Standard Rules stated: "States should recognize the principle of equal primary, secondary and tertiary educational opportunities for youths and adults with disabilities in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system" (United Nations, 1993). This is a lucid indication of the acceptance of inclusive education as an indispensable means of empowering and transforming the lives of persons with disabilities.

The Salamanca Statement and Framework for Action in 1994, also reiterated the importance of an inclusive education system. It promulgated education as a basic human right for all, irrespective of individual differences. It states specifically: "Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions" (UNESCO, 1994). The Salamanca Statement further adumbrated: "Regular schools with this inclusive orientation are

the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system" (UNESCO, 1994).

The Convention on the Rights of Persons with Disabilities (CRPD) reaffirmed education as a fundamental right to persons with disabilities. This can be seen in Article 24. Specifically, sub-section 2 states:

In realizing this right, States Parties shall ensure that:

a. Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
b. Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
c. Reasonable accommodation of the individual's requirements is provided;
d. Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
e. Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion (United Nations, 2006, p. 13).

But what are the salient features of this inclusive education? For one to truly have an inclusive education system, it must be able to accommodate children with disabilities at every level. In this context, schools should be equipped with ramps that will allow wheel-chair users to navigate the school. It should have accessible bathroom facilities to accommodate children with disabilities. Teachers who are trained to interact and impart knowledge to persons with disabilities. There should be technological support to assist with the learning of children with disabilities and there should be support for children with disabilities to participate in school activities throughout the school day (Kasa, 2014).

The CRPD which has been signed and ratified by over 150 countries across the world, clearly embraces inclusive education as the ideal for persons with disabilities. It makes provisions for State Parties to put in place certain measures to achieve this ideal. Article 24: 4 states:

In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means

and formats of communication, educational techniques and materials to support persons with disabilities (United Nations, 2006, p. 13).

For one to have a truly inclusive education system, there must be trained professionals at every level of the education system (David & Kuyini, 2012). Teachers are therefore quintessential to this inclusive education paradigm and as such, governments must ensure that they are trained and equipped to deal with the varied challenges of persons with disabilities in the classroom (UNESCO, 2007).

Since the establishment of the CRPD in 2006, there has been a greater global thrust towards inclusive education (Bhatnagar & Das, 2014; UNESCO, 2007). More and more countries are recognising the importance of including persons with disabilities in the general education system. According to the United Nation 2018 Disability and Development Report:

More and more countries are trying to make their educational systems more inclusive for persons with disabilities, removing barriers and addressing discrimination on the grounds of disability. In particular, many countries have included protections in their constitutions, laws or policies. Out of 193 United Nations Member States, 34 guarantee the right to education for persons with disabilities or protect against discrimination on the basis of disability in education in their constitution. In 2017, 88% of 102 countries surveyed had a law or policy mentioning the right of children with disabilities to receive education, up from 62% in 2013. A majority of countries, 65% of 88 countries, also provided curricular inclusive of children with disabilities, as compared to only 42% in 2013 (United Nations, 2018, p. 92).

Whilst there is a global thrust towards providing inclusive education for persons with disabilities, too many persons with disabilities are being denied this fundamental right. The same 2018 Disability and Development Report stated:

Education is a fundamental human right and an essential condition for individual development and full and effective participation in society. However, too many persons with disabilities continue to be denied this fundamental right due to numerous barriers and obstacles to accessible education, including prejudice and discrimination against those with disabilities, the lack of qualified teachers to accommodate the needs of persons with disabilities as well as inaccessible schools and educational materials. Lack of disaggregated data and research also impede the development of effective policies and programmes to promote inclusive education. Available evidence shows that persons with disabilities are less likely to attend school, less likely to complete primary or secondary education, and less likely to be literate (United Nations, 2018, p. 75).

From a regional perspective, countries within the Caribbean are having similar experiences relating to the education of persons with disabilities (ECLAC, 2017). There is an appreciation of education as a major driver of economic development, social transformation and empowerment for persons with disabilities (CARICOM, 2013). Countries within the region have established legislation, policies and

programmes to include persons with disabilities in the general education system (ECLAC, 2017; UNESCO, 2007).

In the Caribbean, as in the case of other jurisdictions across the world, there is the presence of different types of approaches to the education of children with disabilities. There are special education institutions that cater to different types of disabilities. There is the approach where children with disabilities are integrated in special classrooms in regular schools and there is the approach of including children with disabilities in mainstream educational institutions (ECLAC, 2017; Gayle-Geddes, 2015; Ajodhia-Andrews & Frankel, 2010).

There is a greater push for a more inclusive education system in the Caribbean (Gooden-Monteith 2019). It is the view of many scholars within the region that an inclusive education will serve to debunk some of the stigmata related to persons with disabilities and allow for persons with disabilities to maximize their full potential (Morris, 2019; Gayle-Geddes, 2015; Anderson, 2014; Cambridge-Johnson et al., 2014).

On a national scale, Jamaica has been implementing a mixed approach to the education of persons with disabilities. The three approaches to the education of persons with disabilities are present in the education system (Gooden-Monteith, 2019). From a legal perspective, the Constitution of Jamaica through the Charter of Fundamental Rights and Freedoms makes provision for education to be a right to all children up to the primary level (MOJ, 2010). The Disabilities Act 2014 makes provision for persons with disabilities to be included in the general education system (MLSS, 2014). From a policy perspective, the Ministry of Education Youth and Information as an overarching policy that "Every child can learn and every child must learn (MOEYI, 2005). This policy/mantra accepts that persons with disabilities have the capacity to learn and must be included in the general education system. From a programmatic standpoint, there are a number of initiatives to support the inclusion of children with disabilities in the general education system. There is the Special Education Unit within the Ministry of Education that gives support to schools with children with different types of disabilities. There is the Programme of Advancement Through Health and Education (PATH) that provides financial support for children generally of which children with disabilities are included (MLSS, 2018). There is also a mechanism at the Jamaica Council for Persons with Disabilities (JCPD) that provides support with shadows for children with disabilities in the education system (JCPD, 2019).

So, there is an international, regional and national acceptance of inclusive education as the modern paradigm for educating persons with disabilities. However; our educational institutions within Jamaica and the broader Caribbean prepared for and adequately dealing with this new epoch? From the available literature, there seems to be some gaps. There is the lack of accessible educational facilities in the general education system in Jamaica (Morris, 2010). There is the absence

of teachers with the requisite skills to train and impart knowledge to persons with disabilities (Gooden-Monteith, 2019) and there is the absence of technological support in the classrooms to accommodate persons with disabilities (Morris & Henderson 2015).

The Jamaican Education System

The Jamaican education system came out of its colonial past. From 1655 to 1962, the country was colonized by Britain. Its major institutions of socialization were therefore shaped and fashioned by its coloniality.

Upon gaining political independence in 1962, the Government of Jamaica continued with the system that was inherited from Britain. The system has certain distinct features. First there is the early childhood level. This level caters to children 3–5 years (STATIN, 2019). These institutions are by and large owned by private individuals or organizations and given support by the Government.

The next level is primary and this caters to children from 6–11 years (STATIN, 2019). Students attend classes from Grades 1–6. There are over 700 primary schools across the island and these are fully funded by the Government (Houses of Parliament, 2018). There are privately owned preparatory schools at this level but they all subscribe to the guidelines set out by the Ministry of Education. At the end of the primary level, all children are subject to taking what is known as the Primary Exit Profile (PEP). This is the final assessment that is received by each student to determine how well they have done at that level of the education system (MOEYI, 2019). There are approximately 250,000 children in the primary schools and on an annual basis, approximately 40,000 of these children do the PEP.

The third level of the education system is the secondary phase and this caters to children from 12–18 years old (STATIN, 2019). Students attend classes from Grades 7–11. There are over 250,000 students at this level. At the end of the fifth year or Grade 11, students are required to do the Caribbean Secondary Examination Council (CSEC) exam. Depending on their performance at Grade 11, they have the option of moving to Sixth Form or to college.

There is a post-secondary level of the education system in Jamaica as well. This is where students have the option of moving to the training academies or vocational training centres where they learn a skill.

The final level of the education system is the tertiary level. This comprises the universities, colleges, community colleges and other such degree granting institutions.

In addition to the regular educational institutions, there are varied special education facilities across the island. There are approximately 44 of these special education facilities (Ministry of Education, Youth and Information, 2015). These are

to be found in the 14 parishes. They cater exclusively to persons with disabilities (Gooden-Monteith, 2019).

Whilst the education system in Jamaica caters to persons with disabilities, it cannot be described as fully inclusive. Persons with disabilities are included in some educational institutions. However, the majority of schools are not accessible and inclusive to persons with disabilities. A 2010 study conducted on 100 primary and high schools for accessibility and inclusivity revealed that approximately 77% of schools were inaccessible and excluded persons with disabilities (Morris, 2010). Data released from the Ministry of Education, Youth and Information in 2018 revealed that just over 130 schools in the island had ramps and rails to accommodate wheel-chair users (Houses of Parliament, 2018). The extent of accessibility determines the levels of inclusion in an educational institution and so one can easily conclude that the vast majority of schools in the education system in Jamaica are not inclusive (Gooden-Monteith, 2019).

History of persons with disabilities in the Jamaican education system

For over a century, the Jamaican education system has made some provisions for persons with disabilities. Institutions such as the Salvation Army School for the Blind, was established in 1927. The institution has been catering to the education needs of children with disabilities since then. In the 1960s, the organization made its first step towards the mainstreaming of persons with disabilities in the general education system. Students from the institution were now being placed in high schools after passing the Common Entrance Examination that was a national entrance exam introduced in the 1950s. One of the first blind students to be placed in the general education system was Wilbert Williams at the Excelsior High School.

Provisions have also been made for the education of deaf persons in the education system over the years. From the 1930s, attempts were made to provide education for the deaf. The first adult class was established at the Kingston Senior School in 1938 under the guidance of the Jamaica Association for the Deaf. In the 1940s, the St. Christopher School for the Deaf was established in St. Ann. In the 1960s the Lister Mair Gilbey School for the Deaf was created in St. Andrew (JAD, 2015).

In 1972, the Hope Valley Experimental Primary School was established. It was situated in Mona in proximity to the Sir John Golding Rehabilitation Centre. This was because there was a large population of persons with physical disabilities in the area and the Government along with the operators of the Sir John Golding Rehabilitation Centre moved to establish a facility that would see children with disabilities being integrated in the same classroom as non-disabled students. This

was the first time that an inclusive education mechanism was being established at the primary level in Jamaica (Sir John Golding Rehabilitation Centre, 2019).

In 1986, the McCam Child Care and Development Centre was established. The school was opened with a nursery, early childhood centre and day care that provided education services for young children with and without disability (Gooden-Monteith, 2019).

The now Mona High School was established in 1979 as a secondary school but upgraded to a high school in the 1990s under the Reorganization of Secondary Education (ROSE) initiative (Mona High School, 2019). The ROSE programme was an initiative by the Government of Jamaica to upgrade secondary schools to full high school and Mona High was included. At its upgrade, it was retrofitted with ramps and bathroom facilities to accommodate students with physical disabilities. It is one of the first high schools in Jamaica to be configured to accept children with physical disabilities. The school has subsequently been accommodating students with various disabilities.

At the tertiary level, one of the first student with a disability to attend such institution was Sheila James. She was a blind person and attended the Bethlehem Teacher's College in the 1950s. The University of the West Indies which is the premier tertiary education institution in the Caribbean, enrolled its first student with a disability in the 1960s. K.D. Edwards was the first student with a disability to venture at the UWI.

Students with disabilities who have entered the education system have done extremely well over the years (Anderson, 2014). They have demonstrated that they can function effectively in the regular education institution once the requisite support mechanisms are put in place.

By the 1980s into the early 1990s, it had become a regular feature to see students with disabilities being placed in regular high schools. Some of these students transitioned into the tertiary level of the education system and have performed with distinction. For example, four persons with disabilities who attended the UWI have subsequently moved up the academic rank and completed their Doctor of Philosophy (PhD).

Notwithstanding the accomplishments of some persons with disabilities in the general education system in Jamaica, significantly more can be achieved if a concentrated focus is placed on inclusive education. The sporadic and inconsistent approach towards inclusive education has contributed to the stifling and under-achievement of many persons with disabilities. This indolent approach was highlighted in the report of the Task Force on Education in Jamaica in 2004. The report stated:

1. Inadequate provision for assessment and proper diagnosis to identify the special needs population, resulting in an inability to plan for and deliver required services.

2. Inadequate provision for placement within the regular school system and special schools, and the provision of support services.
3. Refusal of schools to include children with special needs who can benefit from inclusion in regular school programmes.
4. Inadequate preparation of teachers in training to meet the needs of the special child within the regular classroom setting.
5. Inappropriate teaching methods that do not meet special needs.
6. At-risk students remaining undetected in the system and, therefore, getting little or no appropriate support services and, as a consequence, having low levels of achievement.
7. Ignorance at all levels of the system with regard to the categories of special needs and expectations of those within each category (Davies, 2004).

Personal experiences

In order to validate or reject some of the claims about inclusive education, it is prudent for me to cite some personal experiences. A recently held meeting of disability experts at the United Nation, the following sentiment was expressed on the importance of including the day to day experiences of persons with disabilities in research:

1. Experts suggested using a wide range of qualitative data sources, including blogs by persons with disabilities, to more accurately report on the realities of living with a disability. Experts noted that quantitative data provides an idea of scale, while qualitative data can clearly show the day-to-day challenges lived by persons with disabilities (United Nations, 2019, p. 5).

I therefore used Qualitative Description as the main means of conducting the documentation of my personal experiences. Qualitative description is a technique that entails the presentation of the facts of the case in everyday language (Sandelowski, 2000). It is highly descriptive in nature but according to Sandelowski (2000), all inquiry entails description, and all description entails interpretation. Descriptions generally rely on the perceptions, inclinations, sensitivies and sensibilities of the describer (Wolcott, 1994). However, because of the nature of qualitative description, the describer is recording the facts of the phenomenon and is therefore required to accurately record the facts in order to achieve descriptive and interpretive validity (Maxwell, 1992).

Qualitative description allows the researcher to capture all of the elements of an event that comes together to make it the event that it is (Sandelowski, 2000). It requires extremely accurate documentation of the facts of an event that will allow observers or other researchers to agree with the facts as described (Maxwell, 1992).

In chronicling these personal experiences therefore, I used some of the recommendations as cited in the CRPD and observations made by the Task Force on Education in Jamaica on the matter of inclusive education as the means of comparative analysis and validating the arguments.

In 1981, I was successful in the Common Entrance Examinations at one of the primary schools in Jamaica. I was placed at St. Mary High School, one of the prominent high schools in the island. I went to high school with my perfect sight and was performing extremely well with my academic subjects until Grade 9.

At Grade 9, I realized that I was unable to clearly see the blackboard that was being used by teachers to write notes, from the back of the class. It was my standard operation to sit at the back of the class but having returned to school from the summer holidays, I realized that I could not see what was being written by the teachers clearly. I had to move to the front of the classroom. However, this adjustment never assisted in any significant way. I therefore realized that I had a serious visual problem.

I contacted the nurse at the school and related my problem to her. The nurse referred me to an optometrist to get my eyes tested. Upon testing my eyes at the optometrist, I was given glasses and referred to the ophthalmologist at the University Hospital of the West Indies (UHWI) for further examination. The optometrist had detected a hole in the right eye and indicated that I needed more detailed examination.

An appointment was set at the eye clinic at the UHWI. But it was not one of immediacy. Due to the long waiting list, I was given an appointment for six months. This long waiting period could only have negative implications for my vision. Glaucoma is a deteriorating disease and if it is not diagnosed and treated immediately, will have devastating consequences.

When I eventually saw the ophthalmologist at the UHWI, I was diagnosed with the eye disease glaucoma. The doctors indicated that it was the first time that they were detecting glaucoma in a child. I was 14 years old when I was diagnosed with the disease. They indicated to me that if I never responded to the medication and treatment, then the consequences would be blindness. The experience thus far validates the recommendation from the Task Force on Education in Jamaica when they pointed out: "Inadequate provision for assessment and proper diagnosis to identify the special needs population, resulting in an inability to plan for and deliver required services" (Davies, 2004). The teachers had no understanding of what I was going through and the education system never had any proper mechanism for assessing and diagnosing the situation. The matter was left up to the overburdened public health system which never made any special provisions for a student experiencing such a chronic problem.

But whilst I was grappling with the dreaded news of the serious eye-disease glaucoma, my grades were deteriorating significantly. In my first term of Grade Nine, my results had plummeted below average. So significant was the deterioration, the

school had to send for my parents on the basis of non-performance. At the time, no mention or consideration was given to the problem I was experiencing with my sight. The discussions were purely rotated around the below average performance and the implication it had for upward mobility at the school. Continued low performance meant that I would have to repeat Grade Nine and this would be another psychological stress for me as a student. Students who repeat classes are seen as "dunces" and this negative stigmatization carries a psychological scar (Anderson, 2014).

The lack of understanding and support from the teaching staff speaks to the unpreparedness of the education system in general to deal with students with disabilities. This validates the findings by the Task Force on Education when they highlighted: "Inadequate provision for placement within the regular school system and special schools, and the provision of support services" and "Inadequate preparation of teachers in training to meet the needs of the special child within the regular classroom setting" (Davies, 2004). If the teachers had received the requisite training and understanding on how to relate to persons with disabilities, they would have immediately made the connection with the deterioration in my sight and performance in school work. They would then be able to seek or apply the relevant support services to mitigate against any effects on my degenerating eye condition. "Every child can learn and every child must learn" is the mantra of the Ministry of Education (Ministry of Education, 2005). I demonstrated this capacity within the second term of Grade 9, despite the degenerating eye-sight.

For the second term beginning January 1984, I strengthened the resolve that I was going to improve my grades. The results from that term would determine whether or not I got the choice area of study for Grade Ten. This is where one selects the subjects that would place you on a particular career trajectory.

With support from some of my friends who saw what was taking place, I was able to do my class assignments that would contribute to an improvement in my grades. The new glasses that I had received assisted for a moment and so I was able to read my exam papers. My grades improved significantly over the previous term and I was able to do the academic subjects that I wanted for my career path.

Thankfully, I got the opportunity to do the business subjects. These included: mathematics, English language, accounts, principles of business, geography, shorthand and typewriting. The business class was also one of the top classes in Grade Ten and so I was still among the top students in the school.

The first term of Grade Ten was fine. There was still the challenge of seeing the blackboard from the back of the classroom and I confined myself to the front. But by the second term of that school year, problems started to surface with two of the critical subjects that I was doing. Typewriting and shorthand proved very difficult as both required sight to perform effectively. For example, in typewriting, one had to constantly read from a book or the blackboard whilst typing. At the time, none of

the teachers knew of braille or speech programme that would assist me in my work. Invariably, I had to abandon these courses as they were proving extremely difficult for me to do. The teacher for these subjects said nothing to me because there was no understanding of what was taking place and how to deal with the situation.

I eventually moved to Grade 11 and this was my final year of school. I was recommended to do five Caribbean Examination Council (CXC) exams at the time. This is the final exam that all students within the Caribbean at the time, had to do in order to determine how successful they were at school after five years. Accounts, Geography, Principles of Business, English Language and Mathematics were the subjects that I was recommended to do. By the time I sat the final exams, my sight had deteriorated significantly. I was unable to read the papers and I sat in the examination centre with tears cascading down my face. I ended up graduating from high school without a single academic subject (Morris, 2017).

Again, we see the observations of the Task Force on Education being validated. The report stated: "At-risk students remaining undetected in the system and, therefore, getting little or no appropriate support services and, as a consequence, having low levels of achievement" (Davies, 2004). There were no support systems in place for me whilst going blind at high school and I traversed through the system, ultimately graduating without any academic subject. There is no doubt that had there been support, the results would have been different. This is demonstrated in the results received when I re-entered the education system after I got totally blind in 1989.

As stated earlier in this chapter, I am a firm believer in education and that the process should be as inclusive as possible. Recognizing this indispensable belief, I re-entered the education system in 1991, two years after becoming totally blind in 1989. This time around I had to attend private classes outside the regular system since I was 22 years old and this was above the age limit for secondary education. I never had any academic qualification and so the immediate imperative was to get some subjects that would allow for me to matriculate for a tertiary institution and get my life back on track.

The Jamaica Society for the Blind (JSB) was to play an unequivocal role in this new dispensation. The JSB is a non-governmental organization that caters to adult blind persons in Jamaica. Rehabilitation and orientation was needed and this organization provided this support so that I could function on an everyday basis and with independence. The rehabilitation and orientation involved the learning of braille, a typewriting refresher course, learning to use the Kurtzweil reading machine, learning to use the white-cane, travelling on the public transport and functioning independently at home. All of these new techniques and skills equipped me to deal with education in a new context.

I registered for evening classes at the Mico Evening College. This is an extension of the then Mico Teachers College. Mico Teachers College has the notoriety

for training teachers in the field of special education. Furthermore, a number of students with disabilities had attended and were attending the institution. There was thus a culture of inclusion at the institution.

At first, I registered to do three General Certificate Examination (GCE) at the Ordinary Level. GCE is the British equivalent to the CXC. The subjects I registered for were Accounts, English Language and Mathematics. All the teachers were extremely supportive. They ensured that I accessed the notes for the subjects on a timely basis.

In class, I would use a tape recorder to record the classes. I would have the opportunity of storing these recorded notes or transcribe them into braille. I opted for the first option that is to store them on the cassettes since braille is voluminous and time consuming.

For Accounts and Mathematics which are quantitative subjects, the teachers demonstrated great care and gave significant support. They were extremely descriptive in their articulation and this gave me a lucid understanding of what was taking place in the classes.

For class exams, they allowed me to use an amanuensis, who is a person who I dictated the answers to and would in return write on my behalf. I was therefore fully included in all aspects of the classes.

Simultaneously, I was receiving support from the JSB. I had individuals who would read books and place them on cassettes. I had the opportunity of listening to these in my own time. Furthermore, I had the Kurtzweil machine that would assist in reading various books as well. All of these support mechanisms contributed to a significantly enhanced learning experience for a person who is blind.

For final examinations, I was provided the examination papers in braille. I was provided with an amanuensis and extra-time to complete my papers. These are standard reasonable arrangements that are put in place to accommodate persons with disabilities across the world. I was successful in all three examinations, with a distinction in Accounts.

In my second year at Mico Evening College, I registered for four additional subjects. Two GCE Ordinary Level subjects and two GCE Advance Level subjects. These were: History, Commerce, Accounts and Economics. The tremendous support and understanding of how to teach a student with a disability continued and I was successful in all four subjects.

If one should compare the experience between that of high school during the period when I developed the sight problem versus that of after I got blind, one would realize some fundamental factors that contributed to success:

1. At the high school level when I was confronted with the sight problem, there was no provision for rehabilitation and orientation such as that provided by the Jamaica Society for the Blind after I became totally blind.

2. At the high school level, teachers never had the knowledge or understanding as to how to relate to a person with a disability whereas at Mico Evening College there were individuals with tremendous knowledge and skills in how to teach a person who is blind.
3. There were no assistive aids such as computer, tape recorders or Kurtzweil reading machine at the high school level to give support to a student with visual challenges.
4. At the high school level, there was no support mechanism such as an amanuensis to write for a blind student in an exam whereas this was provided at Mico Evening College.
5. At the time of attending high school, there was no support for final examination for a student with a disability at the particular education institution but by the time I started attending Mico Evening College and exposed to the Jamaica Society for the Blind, such support mechanisms were in place.

These factors all contributed to the success that I experienced in an inclusive educational setting. It therefore demonstrates that once a person with a disability receives the requisite support and there are teachers who have a lucid understanding as to what to do when teaching a student with a disability, success can be achieved. This philosophical stance towards inclusive education is vindicated through the experience of attending one of the most accessible and inclusive educational institutions in the Caribbean, the University of the West Indies (Morris, 2017).

The University of the West Indies

Upon completing the seven academic subjects at the Mico Evening College, I met the matriculation requirement for the University of the West Indies (UWI). I was accepted to read for a degree in media and communication in 1993. By then, the UWI had a number of students with disabilities studying at the institution. There was a growing recognition that persons with disabilities had the capacity to perform at the highest level. In fact, so impressive was the performance of the students with disabilities that the valedictorian for 1992 was an individual with a disability who had graduated with first-class honours (Anderson, 2014).

I resided on one of the halls of residence on the campus and it was here that I was exposed to the first support mechanism at the institution for a student with a disability. There was a cadre of volunteers who assisted in reading and taking me to classes. The atmosphere also allowed for me to participate in extra-curricular activities. Other students were so impressed by my participation so much so that by the second semester of my first year, I was elected as deputy Hall Chairman for the hall of residence that I was residing.

The UWI had put in place a number of support services to accommodate students with disabilities. Some of these included:

1. A special committee to assist with the overall learning experience of students with disabilities. This committee included lecturers, administrators and students with disabilities.
2. A cadre of volunteers to read and write for students and to assist them to classes.
3. Purchase of modern technologies such as the Kurtzweil reading machine and computers equipped with Job Access with Speech (JAWS) to enhance the learning experience of each student with a disability.
4. Establish a special policy as to how students with disabilities should be treated on the campus.
5. Embark on a gradual improvement in the physical plant to make it more accessible for students with disabilities.

All of these efforts by the UWI were crowned with the construction of the UWI Mona-Lions Centre for Students with Special Needs in 2005. This is a special facility that is equipped with modern technologies and other support services for students with disabilities. It was built in collaboration with the UWI and the Lions Club of Mona- a voluntary organization that has given herculean service to the community of persons with disabilities in Jamaica. To date, it is the only facility of its kind at any tertiary institution in Jamaica.

The tremendous support services for students with disabilities and the inclusive approach of the UWI has contributed exponentially to me completing a Bachelor of Arts (BA) in Media and Communication; a Master of Philosophy (M.Phil.) in Government and a Doctor of Philosophy in Government with special focus on Political Communication. All of these were achieved during the period when I got blind. One can therefore conclude that if similar support structures were in place during my high school years when I had developed the sight problem, the results at that level of the education system could have been significantly different. An inclusive approach to education is therefore a credible and most worthy approach for Jamaica and any developing society.

Recommendations for Action

Various international frameworks have articulated the need for countries to implement an inclusive education system. Indeed, inclusive education is seen as a right for persons with disabilities as postulated in the CRPD. It has tremendous benefits in driving the disability agenda and promoting social justice. I have demonstrated from personal experiences that it can work, once the requisite support services are

put in place. It is within this context that the following recommendations are being made for Jamaica and any other developing society to adopt and implement:

1. For all public schools to be made accessible and inclusive of persons with disabilities and this should be supported by national legislation.
2. For all teacher trainees attending teacher-training colleges to be trained in understanding persons with disabilities and how to teach these vulnerable individuals.
3. For government to make assistive technologies to students with disabilities to enhance their learning experience.
4. For special resource centres to be established at public schools with the requisite assistive technologies to support the learning experience of students with disabilities.
5. For a specialist to be established in each parish to assist in the diagnosis and referrals for students who are detected with a disability.
6. For government to establish a policy mechanism where students detected with a disability should be given priority treatment in the public health sector.
7. For a list of all the government and non-governmental organizations (NGOs) catering to persons with disabilities to be developed and circulated to all public schools so that the support services can be bolstered for these vulnerable individuals in each educational institution.
8. For a consistent public education programme to be put in place to sensitize the school population and members of the general public, as to issues relating to persons with disabilities.

Conclusion

education is a fundamental right for all and this is affirmed in various treaties approved by the United Nations. This right is also for persons with disabilities and is contained in the Convention on the Rights of Persons with Disabilities. For the lives of persons with disabilities to be transformed and for them to be truly empowered, education must play a quintessential role. But this provision of education for persons with disabilities in a modern construct cannot be isolated from the mainstream education system. It must be inclusive and support services must be put in place to accommodate members of this vulnerable community. It has been demonstrated in this paper, based on global practices and personal experiences of the author who is blind, that once a person with disability is included in the general education system and the necessary support services are in place, the results can be tremendous. This has been the experience of this author who is a perfect example that inclusive education works. It vindicates the

statement by Waddington and Toepke that "Inclusive education is not only an educational system but an approach and an attitude which addresses the learning needs of all learners and allows for the greatest possible educational opportunities" (Waddington & Toepke, 2014).

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Inclusive education works: I am a testimony

Abstract

Inclusive education is a practical and transformative endeavor that must be the way of the future for the education of persons with disabilities. This is the view of an individual who has had a lived experience of inclusive education. In this chapter, I seek to chronicle my experiences as a blind person who developed glaucoma whilst attending high

school and was unable to successfully complete school due to the inadequacies of the system for a student with disability.

Upon becoming totally blind, I went to one of the institutions catering to the needs of persons who are blind and received rehabilitation and re-entered the education system to complete my education. With the rehabilitation that I received coupled with greater understanding and support for a blind student, I was able to successfully complete final exams that caused me to meet the matriculation requirements for university. I successfully completed university with a Bachelor of Arts, Master of Philosophy and a Doctor of Philosophy. All of these were done in regular education institutions and is a clear indication that inclusive education works.

I compared this experiential knowledge with established epistemology on the subject of inclusive education and conclude the chapter with some recommendations as how educational institutions should become more inclusive and accessible for persons with disabilities.

PART 3.

Student, conditions, teacher – international experiences of education in the perspective of inclusion

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Educational work must take place in an atmosphere of respect for man, kindness to him and a sense of freedom. The matter of such a moral atmosphere plays a fundamental role in the work on the upbringing of man.

Maria Grzegorzewska *Listy do Młodego Nauczyciela* (*Letters to the Young Teacher*). Wydawnictwo Akademii Pedagogiki Specjalnej, 2002, 1, p. 66.

Student with special educational needs in Polish school – from integrated to inclusive education

Elżbieta Neroj*

Education of children and students with special educational needs (SEN) in the Polish education system – legislative framework

$\mathcal{T}$he Polish education system defines the legislative framework under the education process of children and students aimed at supporting them; accordingly to their age and achieved development, by taking into account individual psychophysical capabilities[1]. No student was excluded from this support – as indicated in the preamble to the Act of December 14, 2016 – Education law: *'School should provide* **each and every** *student with conditions necessary for their development, while preparing them to fulfil family and civic responsibilities based on the principles of solidarity, democracy, tolerance, justice, and freedom'.* The provisions guarantee, inter alia, a possibility of early developmental support for the of children upon the moment disability is diagnosed until the commencement of school education[2]. Teachers are obligated to individualise work with each student and, if such a need is found[3], to have adapted educational requirements necessary

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[1] The Educational Law of 14 December 2016 (Journal of Law 2019, item 1148, with subsequent amendments), the Education System Act of 7 September 1991 (Journal of Law 2018, item 1457, with subsequent amendments) and implementing legislation.

[2] Article 127 sections 5–10 and 13–15 of the Educational Law of 14 December 2016, Regulation of the Minister of National Education on early development support [early intervention] of 24 August 2017 (Journal of Law, item 1635). As a part of the implementation of the government programme 'For Life', according to the Regulation of the Minister of National Education on specific tasks of the leading coordination, rehabilitation and care centres of 5 September 2017 (Journal of Law, item 1712), it is possible to provide support also for children at risk of disability.

[3] Cases in which educational requirements are adapted to individual developmental and educational needs and the psychophysical abilities of students and the foundations for this adaptation are determined in the implementing rules pursuant to Article 44zb the Education System Act of 7 September 1991 i.e. the Regulation of the Minister of National

for a student to receive interim and annual classification grades from educational classes, resulting from the curriculum, taking into account individual developmental and educational needs, as well as to psychophysical capabilities of a student[4]. The following principles were established: those pertaining to organising and providing psychological and pedagogical assistance in, either, kindergartens, schools and educational system institutions[5], as well as a manner aimed at ensuring the implementation of compulsory one-year pre-primary education, compulsory school education, and compulsory education in a situation where the health condition of a child or student, respectively, prevents or significantly impedes them attending a pre-school education institution or school[6], or causes the need of staying in a therapeutic facility[7]. In addition, various organisational forms of education of children and youth with disabilities, those socially maladjusted or at risk of social maladjustment, i.e., requiring the application of a special organisation of education, were defined[8]. Parents are free to decide on the form of education most appropriate for their child[9]. Children and youth with profound intellectual disabilities were

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Education on the assessment, classification and promotion of students in public schools of 22 February 2019 (Journal of Law, item 373).

[4] Article 44c of the Education System Act of 7 September 1991.

[5] Regulation of the Minister of National Education on the principles of organisation and providing psychological and pedagogical assistance in public kindergartens, schools and facilities of 9 August 2017 (Journal of Law, item 1591, with subsequent amendments).

[6] Article 127 sections 2, 10 and 16 of the Educational Law of 14 December 2016, the Regulation of the Minister of National Education on individual compulsory one-year pre-school preparatory education for children and individual teaching for children and the youth of 9 August 2017 (Journal of Law 2018, item 1616).

[7] Regulation of the Minister of National Education on the organization of education, the conditions and forms of implementing special care and educational activities in kindergartens and special schools, organized in medical entities and social welfare units of 24 August 2017 (Journal of the Law, item 1654).

[8] Kindergartens, schools and units: mainstream, integrated and special as well as special centres: special educational centres with schools (*specjalne ośrodki szkolno-wychowawcze*), special care centres (*specjalne ośrodki wychowawcze*), rehabilitation and education centres (*ośrodki rewalidacyjno-wychowawcze*), youth sociotherapy centres (*młodzieżowe ośrodki socjoterapii*), centres for maladjusted youth (*młodzieżowe ośrodki wychowawcze*).

[9] Article 127 sections 1, 3, 4, 10 and 12 of the Educational Law of 14 December 2016, regulations of the Minister of National Education: on opinions and decisions issued by adjudicating panels in public psychological and pedagogical counselling centres of 7 September 2017 (Journal of Law, item 1743), on the conditions for organizing education and care for children and the youth with disabilities, socially maladjusted and at risk of social maladjustment of 9 August 2017 (Journal of Law, item 1578, with subsequent amendments) and on public educational facilities, youth sociotherapy centres, centres for maladjusted youth, special educational centres, special care centres, rehabilitation and education centres and

provided with an opportunity of fulfilling compulsory one-year pre-school education obligation and compulsory education through participating in, either, group or individual rehabilitation classes[10].

Despite the fact that the provisions of law do not define the concept of 'special educational needs' (what prevents the risk of omitting a literally indescribable need or difficulty/problem category), they set out a number of options for providing support when such a need is identified. The catalogue of needs – in the case of finding thereof it is, to a particular extent, necessary to cover a child with psychological and pedagogical assistance – is not closed[11]. This support may be addressed directly to a child (student) but also to parents and teachers. Some of the support instruments can be activated directly after identifying such a need by, either, a teacher, a specialist working with a child/student, a parent, or another person giving support to a child or family[12]. Other instruments require – either a parent or an adult student – to deliver an opinion issued by a psychological and pedagogical counselling centre or a decision issued by an adjudicating team, operating in this centre. Therefore, the binding law sets out a number of possibilities which may construct a 'package' of actions – adapted to needs of a particular child (student) – which are supposed to help develop their individual potential and meet educational requirements.

Over the years 2010–2019, a number of changes were introduced in the legal provisions, which were aimed at improving the quality of support offered to

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facilities providing care and education to students during the period of learning outside of the place of permanent residence of 11 August 2017 (Journal of Law, item 1606).

[10] Article 36 section 17 of the Educational Law of 14 December 2016 and the Regulation of the Minister of National Education on the conditions and method of organizing rehabilitation and education classes for children and youth with profound intellectual disability of 23 April 2013 (Journal of Law 2013, item 529).

[11] In § 2 section 2 of the Regulation of the Minister of National Education on the principles of organisation and providing psychological and pedagogical assistance in public kindergartens, schools and facilities of 9 August 2017 was pointed out that the need to provide psychological and pedagogical assistance to a student follows in particular: 1) disability; 2) social maladjustment; 3) the risk of social maladjustment; 4) behavioural or emotional disorders; 5) special abilities; 6) specific learning difficulties; 7) competence deficits and disorders of language skills; 8) chronic disease; 9) crisis or trauma situations; 10) educational failures; 11) environmental negligence related to the living situation of the student and his/her family, the way of spending free time and environmental contacts; 12) from adaptation difficulties related to cultural differences or changes in the educational environment, including those related to previous education abroad.

[12] Actors on the initiative of which psychological and pedagogical assistance in kindergartens, schools and institutions is provided were indicated in § 5 of the Regulation of the Minister of National Education on the principles of organisation and providing psychological and pedagogical assistance in public kindergartens, schools and facilities of 9 August 2017.

students with special educational needs. These changes include the ones, made in 2010 and 2013, in the scope of the principles of organising and providing psychological and pedagogical assistance, as well as the organisation of special education. In 2017, the new provisions governing the work of adjudicating panels – operating in public psychological and pedagogical counselling centres – were issued. The same year was accompanied by the following: changes in the organisation of individual compulsory one-year pre-primary education and individual teaching. The forms of psychological and pedagogical assistance were supplemented with an individualised educational path and the possibility of holding educational classes in individual form or in a group of up to 5 students as part of special education was created. The years 2012 and 2019 represent the time of making changes in higher education standards preparing for the teaching profession[13].

Despite the amendments to the provisions of law, the everyday practice of kindergartens and schools indicates problems related to the organisation of education and providing support to children and students whose development and educational needs are becoming increasingly differentiated. It is more and more challenging to assign a student to one of the 'categories' of special needs outlined in the provisions of law, in order to be able to provide them support resulting from such a categorisation[14]. Problems in the scope of organisation of education of students with special educational needs are indicated by, either, the results of scientific research (Grzelak, Kubicki, Orłowska, 2014; Braun, Niedźwiedzka, 2015; Sochańska-Kawiecka et al., 2015; Dunaj, 2016; Domagała-Zyśk, 2018), audits carried out by the Supreme Audit Office (NIK, 2017a)[15], information contained in analyses (Białek, 2012; Białek, Nowak-Adamczyk, 2012), reports[16], conclusions, and comments submitted during public consultations[17], educational debates, the

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[13] Regulations of the Minister of Science and Higher Education on the standards of education preparing for the teaching profession of 17 January 2012 (Journal of Law, item 131) and of 25 July 2019 (Journal of Law, item 1450).

[14] An example could be a case of diagnosing specific learning difficulties when a student has a diagnosis of Asperger's syndrome.

[15] For example: Social Alternative Report on the implementation of the Convention on the Rights of Persons with Disabilities in Poland of 2015 updated in 2017, report '*Dzieci się liczą*' of 2017, report '*Szkoła dla innowatora. Kształtowanie kompetencji proinnowacyjnych*' of 2018.

[16] Act of 15 June 2012 on Ratification the Convention on the Rights of Persons with Disabilities, drawn up at New York on 13 December 2006 (Journal of Law 2012, item 1169).

[17] These include social consultations of draft legislation prepared by the Ministry of National Education in 2010–2017 and public consultations on education of students with disabilities conducted by the Ministry of Education in 2015.

work of committees and expert teams appointed by ministers of education[18], the Commissioner for Human Rights[19], as well as in the comments formulated during conferences and congresses organised by various entities operating for the benefit of people with disabilities[20].

In the context of these considerations, it becomes valid to determine which particular group of children and students is affected by the problems indicated above. Between 2006–2018, the total number of children and students in the education system decreased by almost 800,000 (Fig. 1.)
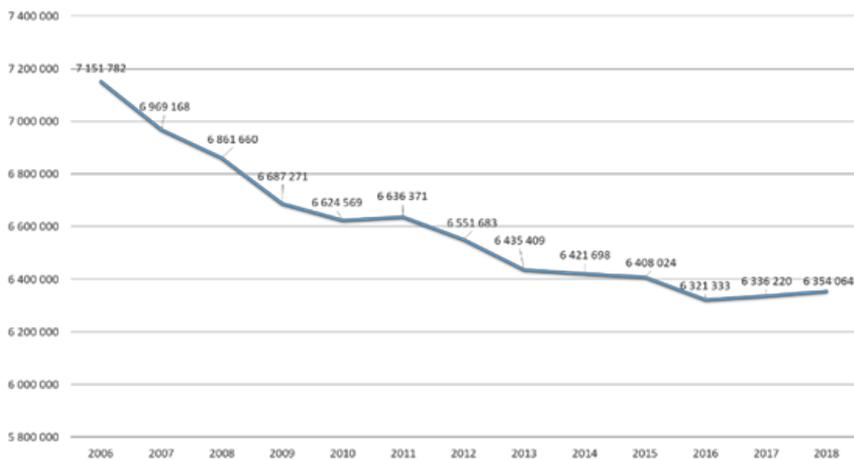

Figure 1. The total number of children and students in the education system in 2006–2018.
Source: Educational Information System, MEN [Ministry of National Education].

At the same time, during the period under research, the number of children and youth requiring special education due to, either, a disability[21], social maladjustment or at the risk of social maladjustment increased by approx. 35,000 (Fig. 2).

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[18] It is worth mentioning the work of the team established in 2009 by Minister Katarzyna Hall and the teams established in 2016 and 2017 by Minister Anna Zalewska.

[19] Among others, the work of the Committee of Experts on Persons with Disabilities established by the Commissioner for Human Rights.

[20] For example, the Congresses of People with Disabilities held in 2017 and 2018.

[21] The catalogue of disabilities for which special education is provided in the educational system is closed and includes: mild, moderate and severe intellectual disabilities, motor disabilities, including aphasia, blindness, visual impairment, deafness, hearing impairment, autism, including Asperger's syndrome, and multiple disabilities (when there are at least two from the listed above).
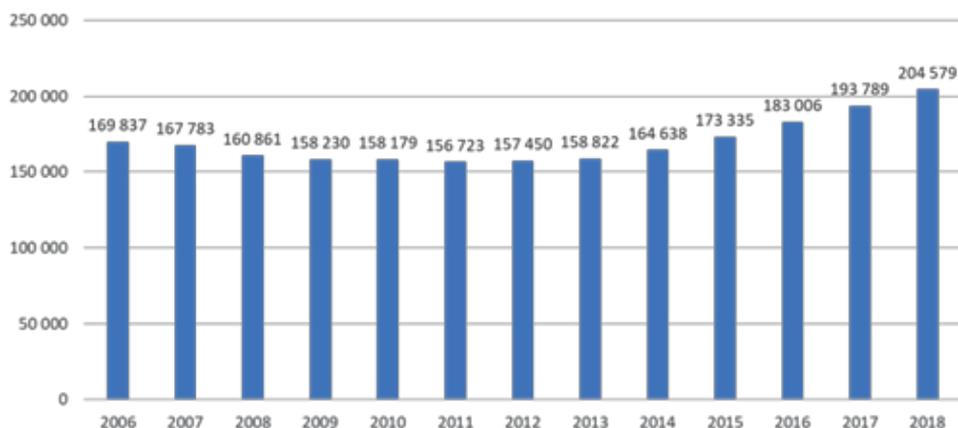
Figure 2. The number of children and students who hold a certificate on the need for special education in 2006–2018.

Source: Educational Information System, MEN [Ministry of National Education].

The diversity of development and educational needs also reflects the percentage of children and students covered by psychological and pedagogical assistance, which for several years has been kept at the level of about 30% of the entire population of children and students.

More and more parents, while exercising their right to opt for the form of education of their children, choose a mainstream setting – in the 2018/2019 school year, almost 63% of children and students who have a decision of a need for special education – attended such settings.

Two different trends characterise the analysis on the number of children (students) attending mainstream units between 2006–2018. Initially, in 2006–2010, the number of children (students) attending mainstream units was decreasing. Subsequently, from 2011, a gradual, systematic increase was observed in years to come. As a result, the number of students is about 50% higher compared to 2006 (Fig. 3). This might have been contributed by the changes – made by the Ministry of National Education in 2010 – in organising the education of students with special educational needs.

The number of children and students attending special units was decreasing in a systematic manner, while the number of students in integrated units more than doubled in the period 2006–2018. The foregoing may reflect parents' aspiration for their children to learn alongside their peers who do not hold any disability certificate (not in segregated settings), while at the same time they critically assess mainstream offer. In order to explain what stands behind the reasons for the observed trends in the choice of place of education of their children by parents, research is required to be made.

■ special unit   ■ integrative unit   ■ mainstream unit

2018: 77 687 / 89 514 / 37 378
2017: 77 339 / 80 151 / 36 299
2016: 77 963 / 70 597 / 34 448
2015: 79 229 / 61 138 / 32 968
2014: 80 325 / 53 361 / 30 952
2013: 80 926 / 48 233 / 29 663
2012: 83 317 / 44 971 / 29 162
2011: 84 932 / 42 461 / 29 327
2010: 86 999 / 41 973 / 29 203
2009: 86 545 / 46 466 / 29 219
2008: 87 928 / 50 671 / 22 262
2007: 90 521 / 56 168 / 21 094
2006: 91 915 / 61 476 / 15 446
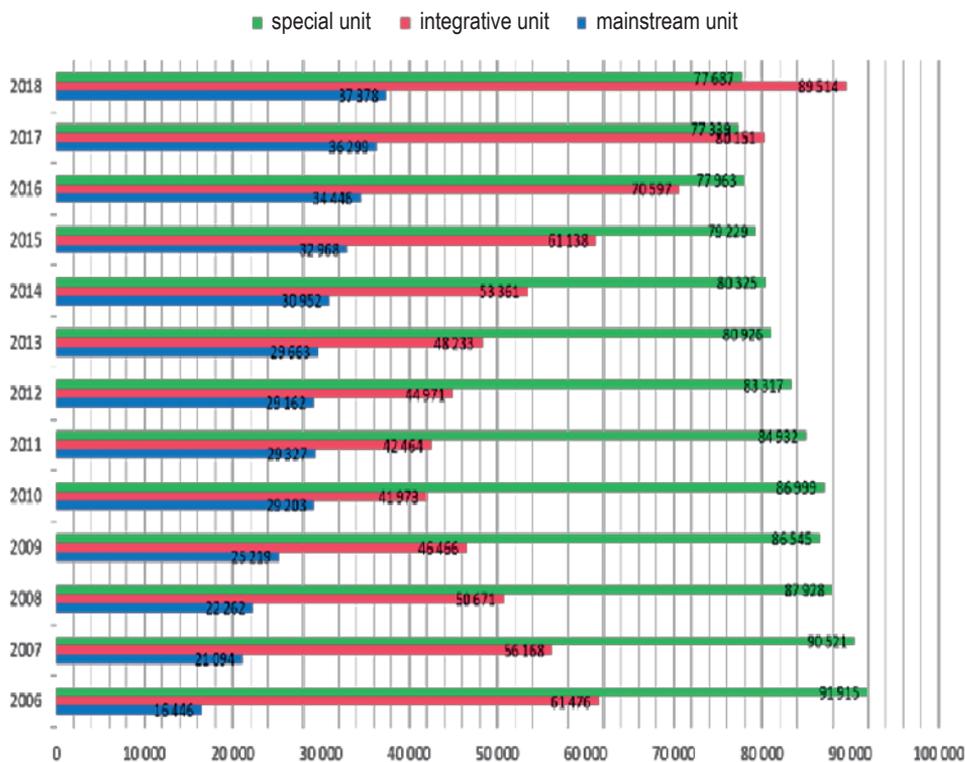
Figure 3. The number of children and students who have a decision on a need for special education between 2006–2018 attending, either, special, mainstream, and integrated units. Source: Educational Information System, MEN [Ministry of National Education].

The collected data on problems related to the education of students with special educational needs, including disabilities, constituted the basis for undertaking works on preparing proposals for solutions that would be more systemic and comprehensive in nature (including integration of assistance provided in parallel by different sectors: education, health, social policy). These solutions were to improve the quality of inclusive education. The goal was also – as postulated by parents and experts – to change in understanding educational needs and the phenomenon of disability with moving from the medical to biopsychosocial approach. This was connected with the need to make the conceptual network used in the educational law more coherent, taking into account the achievements of modern science and social expectations (moving away from terms that can stigmatize a child in favour of those that define needs). These solutions were to improve the quality of inclusive education. The starting point was an attempt to find answers to the following questions:

- are the provisions of law structured in a manner that safeguard the fulfilment of the needs of all children and students, as well as parents, teachers, and management staff of educational system institutions, which face the challenges related to the social reality changes and an increasing diversity of children and students' needs;
- are the stipulations of both the UN Conventions ratified by the Republic of Poland – the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities – implemented in a manner that satisfies all stakeholders, and, above all; does the said manner ensure real equal opportunities for young people and prepare them for adulthood?
- does the financing system ensure that all identified needs of children and students are met and allow their accurate allocation?

These questions were an impulse to undertake – in the Ministry of National Education – a comprehensive review of problems related to the education of children and students with special educational needs, as well as of resources and good practices on a national and international basis, which could be disseminated or generalised in the form of Polish nationwide standards.

In October 2017, the Minister of National Education, Anna Zalewska, appointed a Board for developing a model of education for students with special educational needs[22], whose works lasted until the end of December 2019. Experts in the field of special educational needs and the application of the International Classification of Functioning, Disability and Health (ICF), were invited to participate in the Board's work. The tasks of the Board involved:

- development of proposals for new system solutions or modification of solutions in the field of education of children and youth with special educational needs based on functional diagnosis with the use of the ICF;
- development of proposals for organisational and legal solutions, as well as activities aimed at implementing systemic changes;
- assessment of the directions of activities related to, either, the development of standards of how psychological and pedagogical counselling centres operate, the provision of free diagnostic tools, and the preparation of the staff of psychological and pedagogical counselling centres as part of projects implemented in operations of types 4 and 5, measure 2.10 of the Operational Programme Knowledge Education Development, as well as the proposal of directions of changes in the way how measure 2.10 of this Programme operate.[23].

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[22] https://www.gov.pl/web/edukacja/powolanie-zespolu-do-spraw-opracowania-modelu-ksztalcenia-uczniow-ze-specjalnymi-potrzebami-edukacyjnymi

[23] The tasks were defined in the Ordinance of the Minister of National Education No. 39 of 13 October 2017 on the appointment of the Board for the development of a model of

The Board's works covered a number of areas of the education system operations – commencing from solutions in the field of early support for children's development to graduates' transition to the labour market and lifelong learning, as well as staff preparation and financing of educational tasks.

At the same time, in order to exploit – in the comprehensive solutions prepared – international experience in the field of educating students with special educational needs and to ensure inclusive education of a high-quality, the Minister of National Education asked the Structural Reform Support Service of the European Commission to provide counselling of the European Agency for Special Needs and Inclusive Education. European Agency, as an independent organisation which brings together ministries of education of European countries, for over 20 years is dealing with supporting policies for the benefit of inclusive education[24]. The request of the Ministry of National Education was approved and since July 2018, the project entitled 'Wspieranie podnoszenia jakości edukacji włączającej w Polsce' [Support for Increasing the Quality of Inclusive Education in Poland][25] has been under implementation. The activities implemented in cooperation with the European Agency supported the works of Polish experts.

Assumptions adopted during the works on new solutions

The aim of the Board's work was to prepare solutions serving for supporting the integral development of each child and student, as well as for developing – within the process of education – key competencies on a par with acquiring subject knowledge and skills. As a consequence of adopting an approach that acknowledges differences in the development and educational needs of students as a resource, not a barrier to the teaching-learning process, it has been recognised that the implementation of inclusive education assumptions forms an opportunity for the development of both kindergarten or school, as well as local communities. Hence, it was assumed that the solutions should be comprehensive, while taking into account the tasks and support instruments in relation to various levels, areas, and stakeholders of the education system, as well as they should define the framework for cross-sectoral cooperation. The works set out horizontal criteria

education of students with special educational needs (Official Journal of the Minister of National Education, item 43, with subsequent amendments).

[24] More on the work of the European Agency can be found at the website: https://www.european-agency.org/

[25] https://www.gov.pl/web/edukacja/projekt-realizowany-w-ramach-program-wsparcia-reform-strukturalnych

for solutions addressed to learners of different ages, based on five key messages related to inclusive education, which were phrased by the European Agency (European Agency, 2014 (Fig. 4).

Figure 4. Horizontal criteria adopted during the works of the Board for developing a model of education for students with special educational needs

Parallel to the works on changes in legal regulations, activities aimed to promote social inclusion, eliminate accessibility barriers and develop resources, pilot new solutions and prepare staff, are carried out. The government programme 'Dostępność Plus' [Accessibility Plus] constitutes the framework for numerous activities carried out by various entities in the scope of improving public space accessibility. Some of these activities are financed from the European Social Fund in projects implemented under the Operational Program Knowledge Education and Development [Program Operacyjny Wiedza Edukacja Rozwój (PO WE)]. These projects include, among others, piloting of, either, training-oriented schools, specialist centres supporting inclusive education, services of an assistant for a student with special educational needs, developing tools for psychological and pedagogical assessement, developing a model of training and consulting for staff, and conducting training for said staff. The Ministry of Funds and Regional Policy oversees the implementation of the project entitled 'Accessible School Space' [Przestrzeń

dostępnej szkoły] under which – at 50 schools from all over Poland selected in the competition – accessibility audits will be conducted, and pointed out schools will be equipped with devices to improve accessibility. In the further stage, another 150 schools will be granted with support.

In addition to the pilotage projects mentioned above, the Ministry of National Education also carries out other activities aimed at achieving the objectives related to the promotion of inclusive education. The Ministry of National Education – on their main page – has prepared a tab dedicated to inclusive education, wherein information on legal provisions and explanations given by the Ministry regarding their application are made available. An animated advertising spot promoting inclusive education has also been made[26].

Works results

The outcome of the first stage of the project implemented in cooperation with the European Agency – which was completed in March 2019 – was the preparation of recommendations and priority actions crucial for improving the quality of inclusive education in the both short and long-term perspective[27]. The recommendations were developed based on the results of the analysis of educational provisions and information collected from practitioners, parents, and students during workshops and on-line consultations.

Sixteen interrelated and complementary recommendations were grouped into seven areas (Fig. 5). The first of them constitute *Legislation and Policy* within the scope of Inclusive Education; the next six ones cover key operating *structures and processes* in the inclusive education system: 1) system potential building, 2) governance and financing, 3) monitoring, quality assurance and accountability, 4) initial and continuing professional development, 5) learning and teaching environments, 6) continua of support.

During the two-years work of the Board, a change in the approach as to the description of proposed solutions occurred. When starting work on the model of education of students with special educational needs, at some stage of works, the Board decided on the reasonableness of changing the name of this model to an 'inclusive education model'. The solutions, indeed, were supposed to cover all learners, notwithstanding whether or not they had formally been identified with special

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[26]   https://www.gov.pl/web/edukacja/edukacja-wlaczajaca

[27]   The English and Polish version of the recommendations developed by the European Agency could be found on the website of the Ministry of National Education: https://www.gov.pl/web/edukacja/projekt-realizowany-w-ramach-program-wsparcia-reform-strukturalnych

Legislation and policy

Continua of support

Rozwijanie potencjału systemu

Reccommendations

Governance and financing

Learning and teaching environments

Initial and continuing professional development

Monitoring, quality assurance and accountability
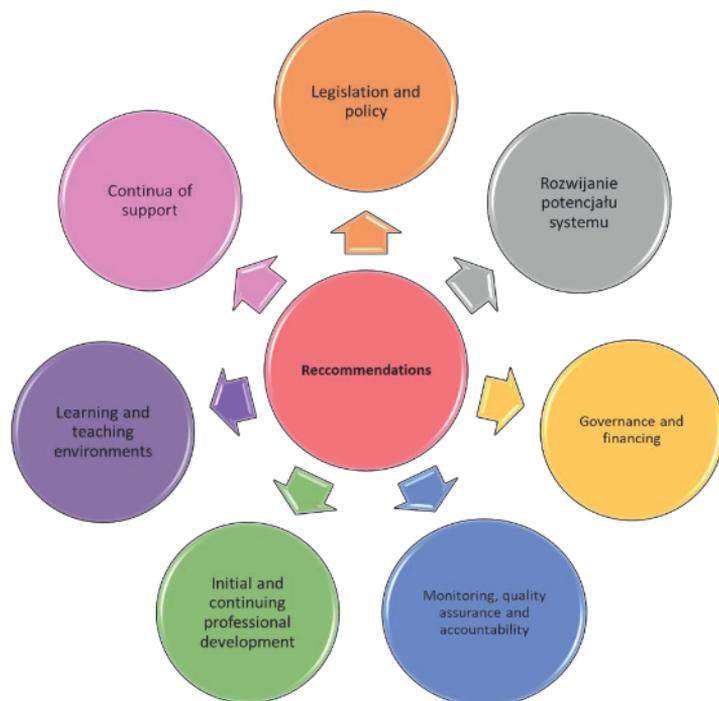
Figure 5. Areas of legislative changes recognised in the recommendations developed by the European Agency for Special Needs and Inclusive Education in the first stage of the project entitled Wspieranie podnoszenia jakości edukacji włączającej w Polsce [Support for Increasing the Quality of Inclusive Education in Poland].

Source: own study based on the material of the European Agency for Special Needs and Inclusive Education (2019).

educational needs. Thereby, the concept stating that special institutions were included in the model solutions was not ruled out, while also indicating the need for a systematic definition of their new role in supporting mainstream kindergartens and schools. Further works of the Board and cooperation with the European Agency gave rise to another change consisting in proposing not to use the term 'special educational needs' in favour of the term ''individual or personalised educational needs'. It was also suggested that the model developed by the Board ought to be a model of *education for all*, based on the assumptions of inclusive education and ensuring high-quality education for all learners. This reflects – on a small scale – the paradigm shift that has taken place in many countries that have begun their journey towards the development of inclusive education systems (Keffalinou, Donnelly, 2019).

Conclusions resulting from the works of the Ministry of National Education Board and cooperation with the European Agency

1. It is vital – from the viewpoint of the implementation of high-quality education for all students – to build public awareness of its assumptions and how to make them realise in practice.
2. It is necessary to move away from perceiving developmental and educational needs of children and students through the prism of medical diagnosis and identification of effective support solely with individual actions towards a child.
3. It is necessary to include in the consultation of new solutions and implementation activities of various stakeholders, including children and students.
4. Interchange of international experiences represents a valuable source of information and inspiration to build up a national model of inclusive education. The approach consisting of 'copying' solutions which may not be applicable in another context is without merit.
5. It is necessary to prepare a coherent schedule of activities to be undertaken in the short and long-term perspective.
6. The integration of actions undertaken at various levels and by various departments – related to the elimination of barriers in the field of accessibility and support of social inclusion – will allow achieving the synergy effect.

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Student with special educational needs in polish school – from integrated to inclusive education

Abstract

The diversity of developmental and educational needs of students is a fact. The number of students diagnosed with the need for special education is increasing year-by-year, and over a third of students are covered by various forms of psychological and pedagogical assistance. Despite the foregoing, not each and every student in the need for additional support – within the process of both education and upbringing – is granted with it. Not only is access to support often hindered but also its quality is commonly not satisfactory. Having given additional assistance to a student is frequently conditioned by diagnosing them with a particular type of disorder or disability. The diagnostic process is time-consuming what stops 'here and now' actions. These problems formed the basis – for the Ministry of National Education – to undertake works on comprehensive solutions aimed at broadening access to early assistance, as well as at improving the quality of education, by taking into account the differentiation of both developmental and educational needs of children and students. Within the framework of this process, the Ministry of National Education is granted with the support by the European Agency for Special Needs and Inclusive Education within the European Commission's Structural Reform Support Programme.

Educational intervention for an inclusive culture in primary school: The qualitative dimension of PRO-SEL programme[1]

Mar Badia, Pilar Escotorín, Annalisa Morganti, Robert Roche*

Introduction

The project "Evidence-Based Education: European Strategic Model for School Inclusion" (EBE – EUSMOSI, 2015–2017; Ref. no: 2014-1-IT02-KA201-003578 – ERASMUS PLUS – K/2: Strategic Partnership for Schools The partnership was composed by: Universities of Perugia and Udine, Italy; Autonomous University of Barcelona, ES; Open University of the Netherlands, NL; University of Zagreb, HR; University of Ljubljana, SI), financed as part of Erasmus+, KA Strategic Partnership for Schools, aimed to identify and evaluate the elements that can improve and promote the quality of school inclusion by using the principles of Evidence-Based Education (EBE).

The project proposed two lines of parallel research: quantitative and qualitative. The quantitative results of the project evidenced that schools with higher inclusion rates are also more effective (Zanon, Pascoletti, Zinant, 2019).

It was observed that schools with high levels of inclusion have better results in oral comprehension as compared to groups with a low level of inclusion. Even more obvious results were found for the test on calculation skills in which the difference between groups of students with a high inclusion level was even greater than the low inclusion groups. The benefits of having more inclusive groups also reflected on the fact that they need less time to solve mathematical problems as compared to those of low inclusion classes. The quantitative results of the project supported and justified the social and academic benefits of inclusion (Zanon, Pascoletti, Zinant, 2019).

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The need and obligation to advance in replicable inclusion practices is also supported by an international legal and regulatory framework. The right and the possibilities of inclusive education are comprised today in the Objective 4 of the 2030 Agenda for Sustainable Development (Sustainable Development Goals – SDGs) adopted by the General Assembly of the United Nations on September 25th, 2015. The 2030 Agenda overcomes the idea that sustainability is only an environmental issue in favour of an integrated vision of the different dimensions of development. All countries, all sectors and, especially, all people are called to contribute to the effort of bringing the world to a path of sustainability. Objective no. 4 aims to "provide quality, fair and inclusive education and learning opportunities for all." Inclusive education should, therefore, be ensured by principles and actions of equity and social justice, and thus become a goal and a political, social and educational aspiration (Morganti, 2019, p. 118).

Within this framework of action, the qualitative research dimension of EBE EUSMOSI proposes a participatory collaboration dialogue and training "for" and "with" primary school teachers, in order to apply a programme that improves the level of inclusion.

Within the framework of applied prosociality and socio-emotional learning, a training was developed to promote the teachers' strengthening of intra-personal, inter-personal, and group management skills.

It was proposed to the teachers (N = 46 Perugia; N = 38 Barcelona) that before the programme's application in schools, they should carry out this personal exercise to review and optimise their own teaching style. The training comprised two intensive weeks: one in Barcelona and one in Perugia. These two weeks favoured the creation of a "community spirit" and an active and positive exchange network.

This international social support among teachers and this sense of community-belonging also favoured the teachers' commitment and the successful application of the programme.

PROSEL programme: a programme to transform the class into an inclusive community

The PROSEL programme (Morganti, Roche, 2017; Roche, 2017) was created (inside the EBE-EUSMOSI project) to improve the inclusion of children with special educational needs and look for the significant differences in 714 students aged from 8 to 9-years-old in 38 schools in Umbria, Italy, and Catalonia, Spain.

In EBE the class was understood as a community. This means putting the objective of the intervention in the hands of not only students but of the whole group. Students who have exclusion problems, or those who have specific needs, incorporate prosocial behaviours as innovative resources to feed the feeling of belonging to the collective and to develop new ways to resolve conflicts in a positive way.

The importance of prosocial and emotional education

The work of prosociality and emotions helps all types of students, especially those who have behavioural problems. And it is here that the role of the teacher is key (Badia, Garcés, 2017).

A training model has been developed to promote inclusive class group culture by helping not only the children with specific tools, but especially the teachers. Before intervening and innovating, teachers need an individual space to work on their own personal and interpersonal skills in the framework of applied prosociality (PRO) and socio-emotional learning (SEL). In particular, the project aimed to test the value and effectiveness of a social, emotional and prosocial education intervention programme in order to improve the quality of class inclusion.

PRO: Applied Prosociality

LIPA (*Laboratorio de Investigación Prosocial Aplicada*, Laboratory of Applied Prosocial Research) proposes the following definition for prosocial behaviours:

> those behaviors that, without expecting any extrinsic or material rewards, favor other persons or groups according to their criteria or in accordance to objectively positive social goals, increasing the probability of generating a good-quality and joint positive reciprocity in the interpersonal or social relationship, safeguarding identity, creativity and autonomous initiative of the individuals or groups involved (Roche, 1995, p. 16).

This definition, developed in previous publications (Roche, 1997b; 1998), proposes the receiver as the last criterion. This is a highly significant aspect, since it assumes a fundamental appreciation within the current approaches that study and apply prosociality, which often focus on the issuer of the action and not on its receiver.

A prosocial behaviour is defined as a voluntary conduct intended to benefit others. That is, it is a behaviour that facilitates positive interaction with others, including helping, sharing, collaborating and/or supporting other people.

Incorporating the reality of the other person into the definition of prosociality avoids the risk of accepting as prosocial actions that – instead of providing a benefit for the other person – damage the other, especially in the psychological aspect, such as their self-esteem and their perception of their abilities. They may even result in an increase in their dependence.

This is the conceptual framework of the prosocial part of the project, which is based on a definition of applied prosociality (with three levels of intervention) (Roche, Escotorín, 2018), not in one theoretical definition of the concept. This

element is important for the design of the PROSEL programme because it is this perspective that facilitates an adequate diagnosis of each group of students, as well as the design of the intervention to carry out and the actual promotion of helpful behaviours that effectively benefit children and groups as complex learning communities.

Conceiving the class as a community means putting the goal of the intervention on the whole group, thus eradicating exclusion as a habitual behaviour and incorporating prosocial behaviours as innovative resources to fuel the feeling of belonging to the collective and developing new ways to resolve conflicts in a positive way.

For that purpose, we used a questionnaire with a twofold purpose: yielding quantitative results on the one hand, and providing a qualitative intervention tool for teachers to make their own decisions on the other.

Instrument "My class as a community"

A class that constitutes a community of people is also a more inclusive class that provides social support. Having resilient students who are able to face difficulties is more likely if teachers learn to help groups perceive and behave as a positive and supportive community. The instrument is an adaptation of Sense of Classroom as a Community Scale – Feelings about My Classroom (Battistich et al., 1997). We selected the dimensions most strongly related to this research, and from those we defined the questionnaire we called: "My class as a community." The questionnaire consists of 49 items, divided into these 4 parts:

 a. Classroom Climate and Community (CAC), items 1 to 10. The levels were: Completely disagree: 1, Disagree: 2; Agree: 3; Fully agree: 4;
 b. Support in and to the class (SITC), items 1 to 14. Identical subdivision of the CAC for the levels;
 c. Prosocial Inner Motivation (PIM), items 1 to 12. The levels were: Not a reason: 1; It's a reason: 2; It is the main reason: 3;
 d. Outside Group Acceptance (OGA), items 1 to 13. The levels were: I would not work: 1; I might want to work: 2; I'd like to work: 3.

The instrument is a useful diagnostic tool for a group of students from a community perspective also as a qualitative tool of intervention: it allows teachers to obtain data from the group's support network to favour possible interventions; and it measures the prosocial quality of group relationships as a way to monitor the quality of the school network in which their students operate.

SEL: Social-Emotional Learning

In recent years, the term Social-Emotional Learning (SEL) has become associated with a broader range of beliefs, attitudes, personality traits and behaviours that are considered the basis for success in school and life.

It is a framework based on empirical evidence which passes through the whole education system in order to develop cognitive, social and emotional skills, as well as increase the students' achievements.

According to the original version of John D. Mayer and Peter Salovey (1997), emotional intelligence is the ability to handle feelings and emotions, discriminate between them and use this knowledge to direct their own thoughts and actions.

Daniel Goleman's model focuses on EI as a wide array of competencies and skills that drive leadership performance, and which consists of five areas (Goleman, 1996). To Goleman, emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman believes that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

Based on the EI construct, the Collaborative for Academic, Social and Emotional Learning (CASEL), leading body of researchers and educators, coined the term Social-Emotional Learning in the mid – 1990s.

CASEL defined SEL as "[…] the process of acquiring and effectively applying the knowledge, attitudes and skills necessary to recognize and manage emotions; developing caring and concern for others; making responsible decisions; establishing positive relationships; and handling challenging situations adaptively" (Elias et al., 1997, p. 1).

For Domitrovich et al. (2017), it is helpful to frame the broader concept of social-emotional competence in two domains: *intrapersonal* and *interpersonal* competencies. This classification serves to better organise the multitude of terms and definitions given to SEL in America, Europe and worldwide.

Based on scientific evidence and on the project itself, regarding the benefits of prosociality and socio-emotional education in the groups, four basic approaches define the PROSEL programme:

1. Systematically teaching of social emotional competence.
2. Integration of the social, emotional, and prosocial competences into other subjects
3. Creating a positive class climate.
4. Engaging the families.

PROSEL programme

The PROSEL programme has several transversal objectives. The first one deals with the importance of promoting the development of transversal competences to give skills to the students for their future in the social personal working areas.

Another important element is giving the teacher the tools to create a positive atmosphere in class. This implies giving teachers the appropriate training space, with a replicable methodology so that they are able to connect with groups of students with different sensitivities. A programme such as PROSEL requires the existence of motivated teachers who realise the importance of understanding the needs and difficulties of all children.

Teachers should be willing to offer children adult examples of positive and empathic interaction between the teachers themselves. Children can learn how an inclusive culture works if they see how their teachers interact with each other, how they treat other children, how they resolve conflicts. To be inclusive, the school must offer positive collective models.

PROSEL proposes a self-training programme for teachers. This means that it is they, as experts in the context of their school and each group, who can adapt the materials to the needs of each context. Self-training is important because, during the teacher training workshops, they are empowered to appropriate the models and learn to apply them autonomously, first to themselves, in their own personal communicative and teaching style, in relation to their colleagues, and then to the group of students.

PROSEL provides the tools to encourage the creation of an inclusive context in the classroom which integrates the individual diversities and the differences that exist between all students.

The qualitative research of the EBE project sought to investigate, through PROSEL, to what extent teacher training can influence global and school inclusion.

PROSEL key elements

– **SEL dimension:** Social-emotional learning, intrapersonal area, and interpersonal area: emotional self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
– **PRO dimension:** Quality prosocial communication: positive evaluation of the others, prosocial team models, prosocial action.

Table 1. Inclusion and social, emotional, and prosocial education: the phases of research

	University of Perugia	Autonomous University of Barcelona
Group selection	The selection of groups of students took place based on the following criteria: a) presence of students with certified disabilities (Law 104/1992 for Italy); b) presence of students with specific learning disorders with certification (dyslexia, dysgraphia, dysorthography, dyscalculia); c) presence of students with other special educational needs (e.g. ADHD, conduct disorders); d) presence of foreign students (very present in both IT and ES). At least 2 of the 4 criteria must be met and at least 1 between criteria c and d.	
Sample involved	24 classes (14 experimental, 10 control) 434 students	14 classes (8 experimental, 6 control) 951 students
Preliminary actions	− Training for Italian and Spanish teachers on the subject of prosociality: June 22–26, 2015 in Barcelona (1st short-term joint staff training); − Training for Italian and Spanish teachers on the subject of social and emotional education: September 7–11, 2015 in Perugia (2nd short term joint staff training). Drawing up of the PROSEL work programme (Prosocility and Social--Emotional Learning).	
Experimentation	The University of Perugia first carried out the SEL part of the PROSEL programme, consisting of 15 sessions, divided as follows: − introduction to SEL (1 session); − self-awareness (4 sessions); − self-management (4 sessions); − social awareness (2 sessions); − relationship skills (1 session); − responsible decision-making (3 sessions).	The Autonomous University of Barcelona first played the PRO part of the PROSEL programme, consisting of 15 sessions, divided as follows: − introduction to PRO (1 session); − prosocial quality communication (3 sessions); − positive evaluation of the others (2 sessions); − thinking as yourself, feeling as yourself (2 sessions); − prosocial TV models (2 sessions); − prosocial actions (5 sessions).
	The programme was carried out gradually (twice a week) and was included in the curriculum ofthe four classes.	
Qualitative analysis	Interviews with teachers at the end of the experimentation (videotaped): − evaluation by the students with a score from 0 to 10 (videotaped); − interviews with teachers in 30% of the schools involved (as of June 2017) one year after the end of the trial (this interview acts as a re-test).	
"Monitoring" tools for qualitative data	*Questionnaire on quality criteria for the implementation of the Prosel programme (Auditor activity).*	*Script used for interviews and meetings with the reference teachers of the PROSEL programme.*

Taken from: Morganti, Roche, Signorelli, Zinant (2019).

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PROSEL experience: experimentation in the classroom and qualitative results

For the intervention and application of PROSEL in the classroom, application was considered effective when these 7 verifiable indicators were appreciated:

1. Pleasant emotions prevail.
2. Teachers can carry out the programme not only as teachers of the PROSEL programme, but as active participants of the class.
3. Teachers are enthusiastically committed to a true and sincere process.
4. Teachers focus on the emotions of his students.
5. Students have relationships based on trust and respect.
6. Students can learn independently or with their peers.
7. Students are the main protagonists of the school, they participate in the decisions.

Qualitative results of PROSEL

The qualitative evaluation triggered the development of a reflexive process with the children that provided useful data for future applications of the programme.

Both in Perugia and in Barcelona, changes can be seen, especially in the children's metacognition and their ability to express their own thoughts with complex verbal resources.

The increase of the lexical repertoire to name emotions or prosocial behaviours proved to be an important resource, since it was possible to propose new topics of conversation, which might have been latent conflicts in the past, but were unidentified.

Knowing the name of similar emotions allowed children to know themselves better, to know what happens to them and what does not. The process of giving a name to the emotion as a necessary step prior to working on it was complemented by the identification of existing prosocial behaviours in each group and the determination of the levels of prosociality in the class.

Behaviours of listening, giving and sharing, verbal help, verbal comfort, physical help, physical service, solidarity, and empathy among other prosocial behaviours increased in quality by realising what aid actually means to the other from the perspective of the other. The children could experience that helping means approaching the real needs of their peers.

In the case of Barcelona, the teachers observed changes in the behaviour of children in their free time: students who had special needs, who were not previously integrated, were integrated into work groups and playgroups.

Table 2. Barcelona teacher observation. Changes in children's behaviour after PROSEL

Communicational changes	Teachers	The involvement in the PROSEL programme facilitates teacher self-involvement, which reverted to horizontality with children. Some teachers detected changes in empathy skills in children abandoned by their families.
	Students	Children want to speak to express life experiences. Some children with mathematical intelligence at first were indolent to become involved. Predisposition to dialogue in a calm manner and explicative behaviours. Enrichment of the dialogue. Children are even interested in communicating with special-needs children they had not seen before. Increase in children's skill to listen and think about the position of the others.
Emotions	Teachers	Much more confidence to express emotions among teachers. Some teachers agree that they are more prepared to accept certain difficult or delicate topics or disclosure or feelings by their students.
	Students	Much more confidence to express emotions. Useful to begin the PROSEL programme with relaxation activities. The children enjoyed sharing emotions and feelings. Some students revealed feelings like envy about another classmate.
Awareness	Teachers	The teachers are aware that their performance in the classroom is decisive. All the teachers say that they are more prepared to better observe the behaviours or words that reflect prosocial orientation.
Cohesion	Teachers	The teachers feel supported by their management team.
	Students	Bearing in mind that the initial cohesion was not the same or similar in the various schools (some had a very low cohesion due to the complex characteristics of the group) all the schools expressed an increase of cohesion as the course advanced. Increase of group dynamics activities. Improvement of relationships between groups of students
Motivation	Teachers	Other colleagues have shown interest in the programme.
	Students	Different degrees of motivation for the task depending on each school. Overall motivation at the beginning of the programme. In general, the motivation was maintained throughout the programme, albeit with differences of nuances depending on the activities. The children enjoyed working on everyday activities and situations.

Behavioural changes Other	Teachers	A good number of teachers expressed that they had observed interesting changes throughout the programme. Some teachers mentioned that expressing feelings helps to improve social skills.
	Students	Many students expressed that insults in class had diminished (like, for example, calling an obese classmate a whale).
Pleasure	Teachers	In all the schools the teachers expressed that both the students and teachers enjoyed working on prosocial actions.
Self-observation	Students	The children increased their self-observation skills. They evaluated if an action was prosocial or not very frequently. They learned to identify and define a problem in operative terms.
Decisions and conflicts	Teachers	Some teachers expressed progress in trying to make decisions together with children.
	Students	Some children took the initiative to mediate and to act in the conflicts of others. In a class where there were difficulties, the arrival of new children with serious and aggressive behaviours made it very difficult to follow a normal rhythm, especially when working on the programme.
Family	Teachers	The teachers interpreted that, instead, perhaps the programme revives personal or family faults, violence or coexistence problems. The teachers found out why some children strangely did not approach other children: their respective families had quarrelled. The teachers must be cautious and very careful about this issue and how to take care of it.
	Students	Sometimes the children like to speak about their families because family is a constitutive element of their identity.

The prosocial climate of the classroom improved its quality in all the cases of teachers interviewed in Barcelona, where they observed an increase of helping behaviours among children.

These differences in the groups were noticed even by other teachers who knew the groups before PROSEL and were surprised at the positive and inclusive change of the students' attitude.

The teachers valued the previous training space as very positive, as well as the support among all PROSEL teachers, who exchanged materials and advice with each other. Having clear and well-defined files to do the activities was also well regarded. Teamwork by two teachers (PILT) strengthened work and social support among teachers.

The creative freedom that teachers could have was valued as important because, despite it being an investigation, they were allowed to adapt the materials and files to the specific contexts of each group. This gave coherence to the project in the sense of working with teachers as co-researchers of the innovation process proposed by PROSEL.

According to the Barcelona teacher observation, there were changes in the children's behaviour after PROSEL (see video: https://youtu.be/6XctR3kdfv4; https://vimeo.com/157440354) in the categories related to:

Conclusions for the future

Experience, based on the metacommunication of teachers, confirms the existence of significant relationships between metacognition and psychological well-being and empathy and prosocial conduct.

Considering the qualitative data received from the Perugia research group and from the Barcelona team, it is possible to state that the programme seems to have led to significant improvements in terms of relationships and attitudes for both students (even those with special educational needs) and teachers, thus additionally respecting the criterion of "acceptability" requested by the external auditor. However, as also underlined by the auditor himself, for future projects, it would be necessary to improve the involvement of families, as well as the type of activities proposed, precisely because they are often modified by teachers, both Italian and Spanish, at the time of the actual implementation.

The qualitative results obtained by the PROSEL programme have shown very interesting progress in various aspects of the development of the children of the classes who participated in the EBE-EUSMOSIS project for a year as experimental schools.

The implementation of the PROSEL programme means an integration of the Emotional Intelligence with the optimisation of prosociality, according to the PROT model (Roche, Escotorín, 2019).

For any future developments, we suggest that this combination of socio-emotional education and prosocial education means an almost inseparable unity, in the

integral human, humanistic formation of a New School, so that a balance is created with respect to individual disciplines and knowledge in general.

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Educational intervention for an inclusive culture in primary school: The qualitative dimension of the PROSEL programme

Abstract

Inclusive classrooms provide new opportunities for group membership and creation of effective learning environments. In order to facilitate the success of inclusion as an approach and philosophy, it is important that all class members as well as their teachers develop the skills to understand one another, and to communicate and work together effectively.

Students with or without disabilities have the right to be educated in the least restrictive, most appropriate environment. The movement toward less restrictive environments is not only a school phenomenon; it is a societal one with the ultimate goal being to have individuals with all types of disabilities live, work and be educated in their own communities. For this reason it is imperative that the schools adjust to serve all students. If we do not work in this line, it is conceivable that he/she will not develop the necessary skills for how to effectively live and work with them.

EBE-EUSMOSI have the aim to identify and integrate, within a reference model, the research procedures which can contribute to an evidence-based validation of educational programs aimed at school inclusion for all pupils.

The PROSEL program was conceived: (1) From the will to experiment with innovative didactic practices which support the structure of an inclusive school through the development of social, prosocial and emotional skills in all students; (2) From the commitment to give teachers, appropriate "tools" useful in their daily work and adaptable in the increasingly heterogeneous classes.

Four basic approaches to implement the PROSEL program: Systematical teaching of the social-emotional and prosocial competences; Integration of the social-emotional and prosocial competences in others subjects; Create a positive climate in class; Engaging the families.

Keywords: inclusion, prosociality, teacher training, emotions; participation

Inclusive education in Ukraine withinin the context of european values and guiding principles in a field of education for children with special educational needs

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Introduction

*T*he majority of European countries implement the concept of an inclusive education and prioritize meeting diverse students' educational needs. At the international level, the national policies of most countries are underpinned by a constellation of conventions, declarations, statements, and resolutions on disability, inclusion, and special education. In Ukraine, inclusion policies have been in place since 2001, and the country is pursuing large-scale educational reforms aimed at achieving the "New Ukrainian School," which will embody a more inclusive ideology and an acceptance of differences and diversity.

Introducing an inclusive education is a fairly long, responsible and complex organizational and methodological process that requires weighted management decisions, basic research in various areas relating to the education of children with special educational needs, and, above all, respect for fundamental human rights. The Salamanca Declaration about principles, policies and practical activities in the field of education of people with special needs (1994) became an important milestone on the way of defining the conceptual framework for the education of children with special educational needs (SEN), which put most countries in the world, including Ukraine, in need of providing equal access to education to all children, including children with special educational needs. The increased international orientation towards integration and inclusion has led to the fact that educational policies and practices in the field of special educational needs are undergoing big

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changes and development in many countries of the world, including the post-Soviet countries (Ainscow, 2010; Haug, 2017; Bulat, Kara, Solovey, 2016; Kolupayeva, Taranchenko, 2016; Khitruk, 2015; Kutepova, Suntsova, 2016).

However, there are still numerous issues regarding inclusive education and mechanism of ensuring equal rights for students with SEN in Ukraine; inclusion is undertaken on ad hoc basis, rather than systematically, and the families of SEN students face barriers to access for high-quality programs.

A large contribution to the development of educational policies and practices in Ukraine was made by national scientists and practitioners in the framework of the Canadian-Ukrainian project to develop a local capacity for the implementation of inclusive education for children with disabilities in Ukraine "Inclusive education for children with special needs in Ukraine" (2008–2013) with the support of the Canadian International Development Agency (CIDA). The results of research activities in the process of project implementation have shown that successful implementation of inclusive education requires: positive attitudes, teacher training, appropriate resources, stimulating policies and legislation, family support, quality pedagogy, leadership, cooperation and an organized approach (Loreman, McGhie-Richmond, Kolupayvea, Taranchenko, Mazin, & Crocker, 2016). The implementation of this project contributed to the intensification of research activities in the field of inclusive education in Ukraine (Kolupaieva, 2009; Taranchenko, Kolupaieva, Danilavichiutie 2014; Skrypnyk, 2017; Sofiy, Nayda, 2007; Sofiy, 2017).

The research results showed a fairly high level of consciousness of the Ukrainian society regarding the acceptance of the values of inclusion (European Research Association, 2012), a fairly developed methodological base of inclusive education (Kolupayeva, 2009; Kolupayeva & Taranchenko, 2016), a fairly well-built inclusive policy today (Kolupayeva & Taranchenko, 2016; Sinyov, Sheremet, Rudenko, Shulzhenko, 2016). However, this does not provide enough positive practice of introducing inclusive education (Loreman, McGhie-Richmond, Kolupayvea, Taranchenko, Mazin, Crocker, 2016; Taranchenko, Kolupayeva, Danilavichute, 2014; Sinyov, Sheremet, Rudenko, Shulzhenko, 2016; Martynchuk, 2019).

At present, we have not been able to find theoretical and empirical studies that would provide a thorough analysis of the reasons for the gap between educational policy and the practice of inclusive education in the Ukrainian educational space. Understanding these reasons will help develop tools and mechanisms to ensure equal rights for children with special educational needs to quality education. This chapter will illuminate the conceptual evolution of inclusion in Ukraine's legislation and policy, examining how the concept has shaped educational provision and reform.

There is an evident essential contradiction in Ukrainian educational field between specific innovative steps in the context of reforming inclusive education. The discrepancy appears between the international experience and the real stage of introducing inclusive education into the schools' practice.

Due to the above, the aim of research is to explore relevance of Ukrainian legislation to European values and guidelines in a sphere of education for children with SEN.

Method

In the research project we used the empirical materials, which included the national policy documents issued in the period between 2009–2019 (among them the laws of Ukraine, orders of the President of Ukraine, resolutions of the Cabinet of Ministers of Ukraine, orders and letters of the Ministry of Education and Science) and analyzed them in detail using quality content analysis. We used content analysis approach to make replicable and valid inferences by interpreting textual materials mentioned above.

We have analyzed separate parts of the national policy documents and have identified the tendencies of the development of inclusive education in Ukraine based on the main principle of the content analysis.

The research included the following stages:

1. Preparing the program of content analysis. During this stage we developed the hypothesis concerning informational data of an array of legislative documents on the inclusive education.

   Hypothesis: a qualitative content analysis will allow following the logic of the implementation of inclusive practices. These practices are in accordance with the conceptual evolution of the legal framework of an inclusive process. The process is based on the implementation of the provisions of Article 24 of the UN Convention on the Rights of Persons with Disabilities. At the same time, there is still inconsistency and non-compliance in the Ukraine's legal framework as well as a lack of implementation mechanisms and conceptual specifics. This leads to an extremely low level of implementation of inclusive education in educational institutions. We believe that systematization of the strong and also the weaker aspects of Ukrainian legislation, will enable a formulation of proposals for improving the legal framework. This will be an important factor in the successful implementation of inclusive practices.

2. Selection of the content analysis sources. We have identified the number of sources, which included the documents on the planned topic: laws of Ukraine, orders of the President of Ukraine, resolutions of the Cabinet of Ministers of Ukraine, orders and letters of the Ministry of Education and Science, reports of the state and non-governmental organizations regarding realization of the policy and practice of inclusive education. The conditions of selection restricted the material to legislative and normative documents for the period of 2009–2019.

The documents were textual and also mixed (texts with graphs, tables, diagrams etc.).

3. Collection of the initial empirical information. Location of search: web-sites of legislative and executive bodies, civic organizations related to the inclusive education implementation.

4. Interpretation of the obtained results, research conclusions. In order to interpret the obtained results according to identified research task we have selected the content analysis categories, condensed meaning units (units of count), which showed the direction/focus of the analysis.

To solve the research problem, we analyzed how certain provisions of Article 24 "Education" of the UN Convention on the Rights of Persons with Disabilities are implemented in the Ukrainian legislation and regulatory framework, based on the main comment No. 4 (2016) to Article 24 of the UN CRPD.

We have identified the following meaning units of analysis:

– definitions (persons with special educational needs, inclusive education);
– topics that concern the process of inclusive education (respect for the value of diversity, understanding of the principles of partnership, teacher support, etc.).

In our research we also used comparative method, with allowed to identify consistency or inconsistency of the statements of the Article 24 "Education" of UN CRPD (2006) with the existing statements in Ukrainian legislation in the field of education for students with SEN.

The research included the following stages:

1. A separate comparison of the objects, identification of their characteristics.
2. Comparison of the identified characteristics of the similar objects and determination of the general characteristics (similarities) as well as differences (through comparing).
3. Assessment of differences based on the identified research position in the context of determination of inclusive education relevance to the European values and guiding principles in a field of education for students with SEN.

Based on the interpretation of the obtained results we have made contextual conclusions related to context (realities reflected in the text), which have been formulated considering interconnections of contextual elements and their relative meaning in the structure of the text documents.

The quality of our conclusions was influenced by our experience as researchers, our intuition, knowledge of the research object, because of the direct involvement of the authors of article in developing the policy and practice of inclusive education in Ukraine.

Context

System of education for persons with special needs in Ukraine as well as in other countries developed in evolutionary way – starting from separate efforts to individualize learning to the organization of group learning and later to establishing separate educational institutions. During many centuries the special features of development of the educational system for persons with disabilities in Ukraine were conditioned by the complicated history of opposition of Ukrainian people to enslavement, repressions, aggressive offensive of the neighboring states, overcoming inner fragmentation – both territorial and social, being a part of different states (Poland, Lithuania, Austria-Hungary, Moldova, Russia, USSR) and others.

The period of development of the national system of education accompanied by essential transformational changes has started in 1991 when Ukraine became an independent state. These changes from instiualization to inclusion were connected with the review of conceptual approaches to education of persons with disabilities according to legislative documents at the international level and considering the social changes in society.

Socio-political and socio-cultural processes, which took place in Ukraine on its way of joining European educational sphere, have caused identification of several stages of education development for children with special needs in the independent Ukraine (Kolupayeva, Taranchenko, 2016).

The first stage (1991–2000) of functioning of Ukrainian system of special education has started from the ratification of international documents regarding human rights. These documents are : UN Convention on the Rights of the Child (1991) and Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993). Another important factor was a recognition of the right to education for all citizens, including persons with special needs, which was declared in the main legislative document. Constitution of Ukraine identifies the main human rights, among them the right to education (Article 53) and the right to social protection (Article 46). Other vital documents included the Laws of Ukraine: "On Education" (1991, 1996), "On Social Protection of Persons with Disabilities in Ukraine" (1991), "On General Secondary Education" (1999). The main idea of the first stage was a "state-centered" educational system with clear characteristics of instiualization and rigid regulation of the educational process in special schools.

The second stage (2001–2010) of the educational system development was characterized by the efforts to transfer special schools from the regime of inert functioning to the regime of forward-looking innovative gait. A new trend of spontaneous integration of children with special needs into regular schools occurred. This process took place simultaneously with strengthening inclusive education in democratic countries. At the beginning of XXI century adherents of the innovative approaches in education, in particular researchers, parents and civic organizations

appealed to radical changes. These changes were based on the belief that all children can learn, receive quality education, realize their potential and be integrated in the society. During a period between 2001–2007 the state-wide experimental pedagogical program "Social adaptation and integration in society of children with developmental impairments through their education in regular schools" has started. The program was initiated by Ukrainian Step by Step Foundation under the scientific support of the Institute of Special Pedagogy of the National Academy of Pedagogical Sciences of Ukraine and organizational support of the Ministry of Education and Science of Ukraine. In the process of experiment normative documents have been developed as well as scientific, methodological materials. Normative documents became the basis of legislative documents in a field of inclusive education, scientific-methodological materials launched further national publications on inclusive education.

Development of the normative base of inclusive education in Ukraine as well as development educational and methodological materials to train teachers in the system of in-service teacher training took place within Canadian-Ukrainian project. The project was focused on developing a local potential to implement inclusive education of children with special needs in Ukraine (2008–2013) and supported by Canadian International Development Agency (CIDA). The results of research activities in the process of project realization have determined the factors of successful implementation of inclusive education such as: positive attitudes, pedagogical education, relevant resources, stimulating policy and legislation, family support, quality pedagogy, leadership, cooperation and organizational approach (Loreman, McGhie-Richmond, Kolupayvea, Taranchenko, Mazin, Crocker, 2016).

The third stage (2011 – till now) is characterized by the main tendency in education of children with special needs which includes optimization of special schools and implementation of inclusive education in Ukraine.

Ponderable achievement at this stage is an implementation of inclusive education at the institutional level, which was promoted by the Canadian-Ukrainian project (2008–2013) mentioned earlier. Its realization facilitated activization of research activities in Ukraine in a field of inclusive education. This research resulted in the following outcomes: theoretical-methodological basis and theoretical-experimental model of inclusive education in Ukraine (Kolupayeva, 2009; Kolupayeva, 2018); the analysis of the development history of the national system of education in Ukraine (Taranchenko, Kolupayeva, Danilavichute, 2014); determining the conceptual principles of projecting pedagogical activities in inclusive classrooms, planning and realization of educational process in the inclusive environment (Danilavichute, Lytovchenko, 2013; Skrypnyk, 2017); determining the organizational-pedagogical conditions of the integrated support of students with special educational needs in the inclusive school (Sofiy, 2017); regulating

the organizational-pedagogical conditions and structure of teacher assistant activities in the inclusive school (Lutsenko, 2017); regulating the conceptual principles and the system of training of different specialists to work with children with special educational needs in the inclusive environment (Martynchuk, 2018; Demchenko, 2016; Malyshevska, 2018).

Ratification of the UN Convention on the Rights of Persons with Disabilities (CRPD) and the Optional protocol (December 2009) has promoted further development of inclusive education in Ukraine. At the same time, other documents which were determinative for development of inclusive education, were developed and adopted. They included e.g. a resolution of the Cabinet of Ministers of Ukraine "On approval action plan on implementation of inclusive and integrated education in regular schools till 2012". Important role was attributed to the changes to the Law of Ukraine "On general secondary education" in 2020. According to these changes the schools had a right to organize special and inclusive classrooms where children with special educational needs could study. It implied a transition of inclusion policy from functioning as a pedagogical experiment to the country level. Furthermore, the following steps have been done: in 2010 the Ministry of Youth and Sports approved the Concept of development of inclusive education. In August 2011 the Ministry approved the "Order of organization of inclusive education in regular schools". It was the first time when the Concept introduced in Ukrainian legislation the definition of inclusive education. It was defined as a complex process of providing equal access to quality education for children with special educational needs. It should be achieved by organizing the education in regular schools based on child-centered teaching methods, considering every child as an individual with their own specific educational-cognitive capacities.

Based on scientific-theoretical analysis and identification of conceptual approaches in Ukraine the new State standards for primary education for children with special educational needs have been developed. They were approved by the resolution of the Cabinet of Ministers of Ukraine #670 as of August 21st, 2013. This further resulted in a development of new educational materials to work with the children.

To evaluate the development of inclusive education in Ukraine a complex research "Inclusive education in Ukraine: achievements, problems and perspectives" was conducted. This research was interested in particular in studying the results, barriers and perspectives of the implementation of inclusive education. It was conducted by the European Research Association among Ukrainian population and teachers of inclusive schools during the period between 2011–2012. Research results have demonstrated rather positive attitude of the society to the idea of education of children with special educational needs jointly with their peers. In particular, 70% of respondents expressed positive attitude to the idea of inclusive education; 53% demonstrated positive attitude towards the idea of the children

with special needs studying together with their children; 76% of respondents were confident that implementation of inclusive education will help to promote the tolerance in society; 45% of respondents believed Ukraine should follow European way of development and implement inclusive education; 50% of respondents believed that inclusive education is a step towards changes, necessary not only in a field of education, but for the society as a whole. The results of survey of teachers in inclusive schools have demonstrated the main problems in inclusive education implementation. They were as follows: additional psychological pressure; lack of special knowledge and experience; lack of methodological materials. It implies that the most difficult and the most important were the problems related to the teachers themselves ("Inclusive education in Ukraine: achievements, problems and perspectives. Resume of analytical report based on the results of complex research", 2012).

Scientific-pedagogical experiment "Inclusive education – the level of nation's consciousness" (2016–2019) was initiated by Maryna Poroshenko, the Head of the Poroshenko foundation jointly with the Ministry of Education. It became an important and meaningful landmark in the process of implementation of inclusive education. The main achievements of this program included development of the official principles of inclusive education and adopting the number of legislative documents. This assured the right of children with special needs to education as well as identified the mechanisms of its implementation. In particular, the following documents have been adopted:

– The Law of Ukraine "On introducing changes to the Law of Ukraine "On Education" regarding providing the access to educational services for children with special needs" (May 23, 2017). The following concepts have been identified – "inclusive education", "person with special educational needs", "individual educational program" and others;
– Resolution of the Cabinet of Ministers of Ukraine "On approval of the Order and conditions of providing subvention from the state budget to the local budgets and regarding providing the state support to persons with special educational needs". According to this resolution Ukrainian government provided financial subvention of 209,4 million UAH for the first time. The State Budget for 2018 reserved more than 500 million UAH of such subvention including 200 million UAH to equip inclusive-resource centers (purchasing the modern assessment methodologies of child's development, in particular Leiter-3, WISC-IV, Conners-3, CASD, PEP-3 and training of specialists (February 14, 2017);
– Resolution of the Cabinet of Ministers of Ukraine "On approval of the Statement on inclusive resource canter", new services of systemic support of children with special needs (July 12, 2017);
– Resolution of the Cabinet of Ministers of Ukraine "On introducing the changes to the Order of organization of inclusive education in regular schools" – according

to this document each child with special needs has to have an Individual educational program (IEP), which includes specific learning strategies and approaches, number of hours and types of psychological-pedagogical and correctional services (August 9, 2017);

– Resolution of the Cabinet of Ministers of Ukraine "On the National Strategy of reforming the system of institutional care and up-bringing of children for 2017–2026 and its action plan of realization of the first stage". Among the expected results are: an annual increase (starting from 2018) of the number of children involved in inclusive education, on 30% of the general number of children with special needs (August 9, 2017);

– Order of the Ministry of Education "On the approval of the Typical list of the special means of correction of the psycho-physical development of children with special needs who study in inclusive and special classrooms of regular secondary schools (April 23, 2018);

– Order of the Ministry of Education "On the approval of the exemplary statement on the team of the psychological-pedagogical support of children with special educational needs in regular schools" (June 8, 2018).

One of the most important conditions of the systematic reform of the education for children with special needs at the present moment is a complex solution of the issues such as: legislative documents, organizational-financial provision, teacher training, scientific and educational-methodological provision.

Results

To identify the content and relevance of Ukrainian legislation to European values and guidelines in a sphere of education for children with SEN, we referred to the UN Convention on the Rights of Persons with Disabilities (UNCRPD), Article 24. Comparative analysis of the most meaningful statements of the Article 24 and relevant statements from the Ukrainian legal documents are provided in the Table 1.

Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD) states that inclusive education offers the best educational opportunities for learners with disabilities. It is argued that international documents *set out the central elements that need to be addressed in order to ensure the right to access to education, the right to quality education and the right to respect in the learning environment*. Most European countries have signed the Convention and the majority of these have also signed the optional protocol and are in the process of ratifying both the convention and protocol. Ukraine has also signed and ratified the UNCRPD.

Table 1. Comparative analysis of the most meaningful statements of the Article 24 and relevant statements from the Ukrainian legal documents

Article 24	Ukrainian legal documents for the period 2009–2019 which have impact on inclusive education
Right without discrimination and on the basis of equal opportunities	Mentioned as one of the main principles of the state educational policy in a new Law on Education (2017, Article 6) Understood as the creation inclusive classrooms close to places of living the family with children with SEN Providing the means of transportation
Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live	The concept of quality education is used in the Concept of inclusive education development (2010), in a new Law on Education (2017)
Education throughout all life	Mentioned in a new Law on Education (2017, Article 18) Education throughout all life is one of the key competencies outlined by the New Ukrainian School concept (2016)
The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential; The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity	Law "On Education" (2017) mentions the "development of personality and talents of all children", their "individual educational trajectories". It is important to mention that the Law "On Special Education" was developed, but it was not adopted. Law "On Education" (2017) was adopted, which included two separate articles related education of persons with SEN – "Education of persons with SEN", and "Inclusive education" – it was a unique case when so many different stakeholders participated in the development and discussions of the new law. There is a number of other legal documents, which introduce and regulate additional support for children with SEN: teacher assistants, team of psychological-pedagogical support, adaptations and modifications of the educational process, etc. All of this is a positive step towards inclusive education. However, the presence of such terminology as "correctional services", "teacher-defectologist" are evidence of the medical model of understanding of disability. Although the new Law On Education has rather wide definition of persons with special educational needs ("person who require additional temporary or permanent support"), in practice it is understood only as a person with disabilities or developmental disorders, which also reflects the medical model of disability (not a social one). Therefore, such an approach narrows the concept of "human diversity".

Article 24	Ukrainian legal documents for the period 2009–2019 which have impact on inclusive education
Enabling persons with disabilities to participate effectively in a free society	Social and civic competencies are one of the key competencies outlined by the New Ukrainian School concept (2016)
Creation of conditions, which promote knowledge building and social development according to the goal of full inclusion	The Concept of Development of Inclusive Education (2010) includes such issues, as "social development of children with SEN", "providing their social-educational needs, providing conditions for social-labor rehabilitation, integration into society", "providing access to social environment"
Providing reasonable accommodation and universal design	The concepts of universal design and reasonable accommodation were introduced in the new Law on Education (2017, Article 1), It refers to: Learning environment Educational programs (curriculum) and services Teaching and learning strategies Educational materials Organization of the learning place Equipping of the rooms of teacher-defectologists, speech therapists, psychologists to conduct correctional activities (impact of the medical model) Organization of the resource room
Persons with disabilities receive the support required, within the general education system, to facilitate their effective education	Individual technical aids (2011–2019) Special aids for correction of psychological and physical development (2011–2019) Providing budget subvention to purchase necessary additional aids (2017) Adaptations and modifications (2011, 2017)
Effective approaches to individualize the support. Using language and means of communication, which promote social development	Providing the psychological and pedagogical support (team of psychological and pedagogical support) (2017, 2018) Alternative forms of education Child-centered teaching strategies Individual educational trajectory (individual development program, individual educational plan, individual educational program) Monitoring Differentiation of education (2017) At the same time there are statements, which need to be revised: "child-centered approach is provided y the teacher assistant" "child assistant provides his/her educational and social needs" "individual development program provides individualization of education"

Article 24	Ukrainian legal documents for the period 2009–2019 which have impact on inclusive education
Involvement of teachers who know sign language; Training of specialists and personnel who work at all levels of education	NO

Discussion/conclusions

The analysis of legal documents during the last decade allowed us to come to the following conclusions:

1. All these documents include, in general, positive tendencies towards development inclusive education. However, there is strong impact of the medical model of the understanding of disabilities, which is reflected in terminology and approaches such as: "correctional activities", "teacher-defectologists", a fixed number of children with SEN in the classroom.

2. At the same time, the number of other important principles of inclusive education which are reflected in the Article 24 of UNCRPD, are not reflected in Ukrainian legislation. The most challenging are the following:

   a) The content of education depends on the "level of development, abilities and opportunities of a child" – this statement limits to some extent the child development. According to the international guidelines educational process should be focused on the maximum potential development. Inclusive teaching and learning strategies together with the interdisciplinary approach should be the factors of successful inclusive practices.

   b) Narrow responsibility of the educational institutions personnel– which is restricted only to the educational process. A lack of attention to the social and life skills development do not provide competencies for an effective participation in a social life. However, the New Ukrainian School concept, which includes social and civic competencies among other key competencies, can positively change this situation.

3. Some of the issues mentioned in Ukrainian legislation remain declarative and there are not yet any mechanisms of their realization. Among these issues are the following:

   a) Providing transport to make sure the right to quality education for children with SEN is provided.

   b) Providing principles of universal design and reasonable accommodations.

   c) Creating conditions for socialization of all children.

4. There is a certain progress in development and introducing appropriate terminology, which is reflected in the new Law On Education. Such important issues as a definition of persons with special educational needs, reasonable accommodations, universal design concept, and others, are included in the new Law On Education.

5. In spite of numerous numbers of legal documents, which were developed recently, there is still the impact of the medical model of disability, which is reflected in the following issues:

   a) Medical terminology: "correctional activities", "teacher-defectologists", etc.

   b) Fixing maximum number of children with SEN per classroom. Such limitation contradicts with the natural concept of human diversity.

   c) In spite of the existing terminology of the concept of a "person with special educational needs" (new Law on Education), its understanding is limited only to persons with disabilities and developmental disorders.

6. There are other misinterpretations, which are conditioned by the lack of understanding of the concept of inclusive education, such as:

   a) The role of teacher assistant who (according to legal documents) should provide individualization of educational process. The teacher assistant's role is to help teacher in his/her work with all children, including children with SEN.

   b) Overestimated role of parents who have a primary right to choose the form of education, to request complex assessment, and to approve individual educational program. In case of parents' incompetence, the right moment for assessment and interventions might be missed, which could have a negative impact on a child.

   Recently, essential national changes have started in Ukraine, which represent a big step towards creating conditions for a systemic reform related to the education of students with special educational needs. At the same time there is a certain inconsistency in Ukrainian legislation and a lack of mechanisms and conceptual peculiarities of inclusive education realization, which leads to a very low level of inclusive education implementation in schools. This was mentioned in the studies supported by the International Renaissance Foundation in 2019. These studies focused on the situational analysis of providing services for children with SEN within the inclusive education reforms in Ukraine (Alishavskane, Onufrik, Florian, 2019).

The results of our research, unlike the existing ones (ERA, 2012; Lutsenko, 2013; Alishavskane, Onufrik, Florian, 2019), demonstrate a limited usage of the concept of inclusive education in Ukrainian legal documents, which is still interpreted based on the medical model of understanding disability. We can state that the definition of inclusive education in Ukrainian legislation is provided in the context of the social model of disability, but its understanding and interpretation in

other legal documents is still based on the medical model. It is stressed that during the last decades the state policies regarding persons with special needs were inert and aimed to support the special conditions of the education within the boarding schools. Therefore, they were based on the medical model. The paradigm of today's Ukrainian education is based on the transition from the medical to social model of understanding disability. There is a certain progress in the development and introducing the relevant terminology, which is reflected in the new Law on Education. However, in spite of numerous legal documents recently developed, there is still an influence of the medical model of disability, which contradicts the natural concept of human diversity.

In our opinion, there is an inconsistency between the readiness of Ukraine to develop the system of providing educational services to students with SEN within inclusive educational environment according to the European standards and the real steps, which have been made without any strategic planning of the development of the national educational policy and mechanisms of its implementation. This failure is frequently discussed in the research literature and corresponds to the voices that Ukrainian system of education remains the only sphere which has been stuck in the Soviet past, with its methods of education based on the "factory" principles – "all should be the same" (Hrynevytch, 2017).

To summarize, we can state that the existing positive tendencies in the national education demonstrate a movement towards quality inclusive education in Ukraine. Importantly, they remain relevant to the European values and guiding principles within a field of education of students with SEN.

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Inclusive education in Ukraine in the context of European values and guiding principles in a field of education for children with special educational needs

Abstract

The purpose of this chapter has been to illuminate inclusive education in Ukraine in the context of its relevance to the European values and guiding principles in a field of education of students with SEN through study how Ukrainian legal documents reflect or implement the main statement of Article 24 of UN CRPD.

The data consist of national policy documents from 2009 (when inclusive education has started to be implemented at the institutional level) to 2019, and was analyzed using thematic analysis and comparative analysis. Analysis demonstrated that paradigm of Ukrainian education is based on the transition between medical to social models of understanding disability, that is why the main statements in the legal documents regarding providing the right to education to children with SEN do not correspond fully with the main statements of Article 24 UN CRPD.

An assessment of inclusive education in Sub Saharan Africa and a framework for evaluating an institution's system

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Inclusive Education and Students with Disabilities

*A*pproximately 15% of the world population (over 1 billion people) live with a disability (WHO, 2018). Of this figure, over 80% are estimated to live in developing countries. The United Nations Development Program (UNDP) estimates that over 200 million primary and secondary-age children are out of school globally (UNESCO, 2018). Although there are no absolute statistics pertaining the total number of children with disabilities in developing countries, UNESCO approximates that 90% of them in developing countries are out of school. This brief background sheds a light about the intensity of the plight of children with disabilities in developing countries. The salient fact is that most children with disabilities in developing countries still lack access to education. The ones attending school often have their educational needs rarely or inadequately met. Children with disabilities present unique needs that require special accommodations in order for them to learn. Unfortunately, some developing countries still lag behind in regard to providing the needed accommodations. Consequently, children with disabilities and special needs are often excluded from mainstream classes. The UN Convention on the rights of children ratifies the rights of children to freedom of education and protection from all forms of discriminatory practices (Blanchfield, 2013). Countries that affiliate to this convention are bound by its international law to ensure that children's rights to all forms of life are upheld. It is from this convention that stems the inclusive approach to education. The call for inclusive education is premised on the notion that it is the most effective method of eliminating discriminatory practices and creating an inclusive society for all children (Wodon et al., 2018). The convention also stipulates the need for an education system that creates accommodations and individualized supports for learners with special needs, access to tertiary education, vocational training, and adult education on an equal basis with non-disabled students.

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Overview of Inclusive Education in Africa

Generally, people with disabilities experience more socio-economic challenges such as limited access to job opportunities, education, healthcare services, and other basic amenities for daily living compared to people without disabilities (Hehier et al., 2016). These challenges are more acute in low income countries such as in Africa (Sedeto & Dar, 2019). The nexus between disability and poverty has been under scrutiny for a long time. Research shows that people with disabilities are more likely to experience severe poverty compared to people without disabilities (Mitra, Posarac, & Vick, 2011). Disability interferes with people's access to education and consequently employment opportunities. According to a UN fact sheet on disability and unemployment, 80 to 90 percent of working-age persons with disabilities in developing countries are unemployed, whereas the figure is about 50 to 70 percent in developed countries (UNDP, 2017). In a study exploring the employment situations of people with disabilities in Ghana, Naami (2015) reported that over 27% of the participants were not employed, and that the periods of unemployment ranged between 1 to 20 years. In a similar research assessing differences in employment rates between people with and without disabilities, Mizinoya and Mitra (2012) reported that people with disabilities had lower employment rates compared to people without disabilities across 7 African countries. Largest disability gaps were found among people with multiple disabilities.

Education is an essential tool for addressing most of the socio-economic challenges. For example, it improves one's access to employment opportunities, increases one's awareness of their rights, and enables one to advocate for what is good for them (Awan et al., 2011). Therefore, increasing access to education for children with disabilities can open up a whole lot of new and diverse opportunities for them. Unfortunately, most children with disabilities in African countries do not have access to good quality education. Compared to students without disabilities, children with disabilities have lower educational outcomes that include enrollment, educational attainment, completion, literacy, and academic achievement (UNESCO, 2018). Consequently, they are less likely to get employed and are at increased odds of living in severe poverty.

Traditionally, children with disabilities have been served in special education classes. However, not all schools in African countries have special education classes or facilities (Wodon et al., 2018). Furthermore, the available special education classes in most African schools are either under resourced or under equipped. Growing skepticism about isolated special education classes has also intensified, with the argument that separating children with disabilities from their same-grade peers causes segregation and undermine the potential of students with disabilities. Dixon (2005) asserted that segregation of students based on disability breeds discrimination and intolerance of differences. Students learn to embrace one another and to be tolerant of

others regardless of their disabilities or physical characteristics when they are taught and raised in the same environment. As a result, there has been increased emphasis for inclusive education because of the advantages that it presents relative to separated special education classes. However, Inclusive education in some parts of Africa is still in its infancy despite numerous countries signing to the UN conventions on the rights of people with disabilities (Wodon et al., 2018).

According to the latest census data from across 11 African countries including Burkina Faso, Ethiopia, Ghana, Kenya, Liberia, Mali, Malawi, Mozambique, South Africa, South Sudan, and Zambia, many children with disabilities are never enrolled into schools. This analysis is based on a report on the current status of inclusive education in Sub-Saharan Africa (Wodon et al., 2018). According to the report, children with disabilities are less likely to enroll into school compared to students without disabilities. More specifically, enrollment of boys with disabilities increased by 6.5% compared to 12.6% for boys without disabilities during the past two decades. Enrollment for girls with disabilities grew 20.3% compared to 26.6% for girls without disabilities. An inference from the trend indicates that for primary school ages, the likelihood for students with disabilities enrolling was 10 percent lower compared to children without disabilities. The gap in enrollment rates between people with and without disabilities during the 20 years increased despite initiatives to ensure an inclusive and equitable education for all by the year 2020 (UN, 2018).

Completion rates. Even when children with disabilities are enrolled into school, evidence from the data shows that most students are less likely to complete school beyond primary level. The primary completion data compares statistics across age groups ranging from 16 to 35 years on the basis that most students enroll into school late or repeat grades thereby resulting in competition ages that are beyond the normal completion ages. The data shows higher rates of primary school completion across all ages for people without disabilities compared to students with disabilities. Specifically, primary completion rates for boys and girls without disabilities during the past two decades increased by 3.6% and 13.3% respectively. On the other hand, there was a slight increase of 0.9% in completion rates for boys with disabilities and a slightly higher completion rate for girls with disabilities of 9.5%. The lower completion rates for students with disabilities are partly attributed to lack of strategies by respective governments to increase retention of students with disabilities. Similar patterns in secondary completion rates are reported for both groups of students. Secondary education completion rates for children with disabilities were estimated at 0.7% for boys and 5.5% for girls, compared to 3.9% and 7.5% for boys and girls without disabilities respectively. The gap in secondary completion rates between students with and without disabilities has also increased over the same period.

Academic achievement. Unlike for students without disabilities, there is not a lot of publicly available data assessing the academic achievement of students with disabilities in Africa. However, evidence gathered from data on other educational outcomes suggests lower academic achievement for students with disabilities compared to students without disabilities. The only data pertaining academic outcomes reported in the report includes reading and Math, and it shows that students with disabilities perform relatively poorly on standardized tests of Math and Reading compared to students without disabilities (Wodon et al., 2018). Again, this is largely attributed to lack of specialized learning supports meeting the needs of students with disabilities.

Barriers to implementation of inclusive education in Africa

Lack of financial resources. Most governments in Sub-Saharan Africa have not invested significantly into special and inclusive education development due to lack of financial resources (Badoo, 2016; Wodon et al., 2018). This limitation, however, stems partly from the absence of people with disabilities in strategic positions of authority to influence leaders' appreciation of the plight of people with disabilities and the challenges they face. Education for people with disabilities has, for the most part, been funded through donor organizations, notably from western countries (Asongu & Tchamyou, 2015). Most of the support, however, is through donations into school supplies, but the aid is insufficient given the large number of schools that need the resources. Also, the global funding has reportedly been dropping during the past decade (Myers et al., 2016; Stretenov, 2017).

Lack of specially trained personnel. Although there has been a significant increase in the number of schools with special education classes in some African countries, there is a documented lack of specially trained teachers across most African countries, and this has been shown to be one of the major barriers to inclusion of students with disabilities. (Chitiyo et al., 2016). Teachers educating students with disabilities require specialized training in special instructional practices. According to a survey investigating special education teacher needs in five African countries, Chitiyo and colleagues (2017) reported a significant lack in teacher training in the field of special education. Arah and Swain (2014) reported teachers' lack of appropriate training and managerial support as a major cause of anxiety and stress amongst teachers teaching students with disabilities. Although teachers are not allowed to deny students admission based on their disabilities, there are some cases of teachers turning away students because they perceive themselves as lacking the expertise to address the students' special needs (Mutepfa, Mpofu, & Chataika, 2007). What is even more challenging is including students with

disabilities in mainstream classes since general education teachers lack specialized training in this area.

Cost of education. Children with disabilities in most Africa countries often fail to enroll in school due to the high cost of tuition or lack of financial resources to pay for the tuition. In order to understand the effect of cost of education on access, it is important to consider the intersectionality between financing education and poverty. Over 50% of the population in most Africa countries live below the poverty datum line (Beegle et al., 2016). People living with disabilities are often more affected by poverty than the average person, largely as a result of limited access to economic opportunities (Palmer, 2011). In most cases, children with disabilities come from low income families, family members whom may have given up jobs in order to take care of a child with a disability. In a study examining the economic costs of exclusion on 23 families with a disabled child in Malawi, Banks and Polack (2015) found out poverty to be a primary reason for students not being in school or missing classes. Unfortunately, most governments in Sub Saharan Africa do not subsidize education to an adequate extent. In some instances, international humanitarian organizations usually donate resources that are channeled towards education and healthcare for people with disabilities, but given the rising population of people with disabilities, the aid is far less adequate.

Inaccessible school environments. People with disabilities require specialized equipment and materials to facilitate their learning. Lack of infrastructure and specialized equipment to accommodate students with disabilities is one of the major impediments to accessing education for students with disabilities in Africa. Such infrastructure includes physical structures (e.g. transportation, accessible buildings, and wheelchairs) and technological equipment (e.g. hearing and assistive devices). Unfortunately, most schools in developing countries, particularly the ones in remote areas, lack the financial resources to acquire the materials or build infrastructure to accommodate children with disabilities. In some remote parts of African countries, students have to walk long distances to and from school, which presents a challenge to children that are physically impaired and have to depend on other people's assistance to travel the distances. Typical in such areas is absence of transportation systems. Even if public transport is available, sometimes it is either too expensive or inaccessible to children with physical impairments. This can be contrasted to schools in some developed countries, where schools have school buses equipped with assistive means to pick and drop students from and to their places of residence.

Social exclusion. Cultural practices and social prejudices still play a big role in the exclusion of students with disabilities in some parts of Africa. In the past,

ignorance about causes of disabilities caused people to associate disability with some form of spiritual misfortune or curse (e.g. witchcraft, (Stone-McDonald & Butera, 2014). People with disabilities were often excluded from societal activities. In some instances, children with disabilities were often ridiculed by peers in school because of their conditions. Such cultural practices and prejudices are still existent in some parts of Africa, and they impede the inclusion of students with disabilities into mainstream schools. In a study examining the social and cultural factors associated with abuse of people with disabilities in East Africa (Aley, 2016) participants reported feelings of negative traditional beliefs and misconceptions about causes of disability as a major contributing factor in the exclusion of people with disabilities.

Framework for implementing inclusive education

One of the major technical obstacles to effective inclusive education is the lack of consistency and clarity of implementation procedures. Ensuring that students with disabilities are effectively included in all forms of learning and school activities requires an accountability system with clearly defined benchmarks against which schools' efforts are measured. The National Council for Special Education (NCSE) developed a framework to guide the effective implementation and evaluation of a school's inclusive education system. The framework serves as a quality guideline against which individual schools can measure the effectiveness of their inclusive practices. The framework consists of 10 theme areas constituting the benchmarks against which individual schools' efforts can be assessed.

Themes for inclusive education

Leadership and management. The first theme of the inclusive education approach is leadership and management. Leadership entails use of influence to effect change in a desired direction, and essentially makes employees to want to behave in ways consistent with achieving personal and institutional goals. Since inclusive education involves bringing together students and staff of diverse attributes, an essential leadership trait in this regard is open mindedness and ability to unite all stakeholders. Effective leaders encourage subordinates to embrace and broaden their perspectives pertaining diversity. Management efforts are directed towards ensuring an inclusive culture and environment, and they include incorporating diverse stakeholders into the planning process, ensuring equitable opportunities for all students, and evaluating ongoing activities to make sure the whole institution is achieving its goals. Effective leaders also provide advice and collaborative support for students with special needs and their teachers. They build a work culture

of mutual trust, compliment employee strengths, are assertive, and are open to new ideas. They recognize and reward good work and express interest and concern for team members' success and well-being.

Whole-school development planning. Secondly, inclusive education framework requires a whole school development planning. This entails an inclusive approach to strategic planning for the institution. A plan is a predetermined course of action that guides the institution's actions and efforts. It specifies the organization's mission, goals, objectives, and an evaluation plan to assess effectiveness. The school's mission should reflect its emphasis on inclusivity and promotion of learning for students with special needs. Additionally, school's policies, practices, and procedures should account for the students with special needs and communicate these to all concerned stakeholders. Feeding into the mission statement is the institutional goals that detail the key strategic areas towards which all organization's efforts are directed. The school's goals concerning diversity should reflect a climate/culture of inclusivity and equity, a recruitment policy to increase recruitment of diverse staff and students, and a retention focus to identify and support the needs of diverse staff and students. In addition to the goals, schools create objectives, which are the specific, measurable outcomes that the institution aims to achieve within a specified timeframe, with a specified amount of resources. All goals on diversity should be operationalized into actionable items, specifying diversity related activities feeding into each goal. Good objectives meet five criteria, which are specific, measurable, attainable, reliable, and time bound. Examples of objectives that can be framed to feed into the above stated goal include: Increase enrollment of students with disabilities by 3% over the next two years, increase the mean scores in mathematics for students with disabilities by 2% within the next six months.

Whole-school environment. Since infrastructural accommodations are cited as one of the major impediments to the inclusion of students with disabilities (DFID, 2010; Zwane & Malale, 2018), schools need to devise mechanisms to ensure that their environments are conveniently and easily accessible to students with disabilities. Such accommodations can include accessible buildings, transport, classroom materials, learning equipment, and healthcare facilities. Although meeting this goal requires financial resources for the acquisition of infrastructure, it is imperative for schools to have in place, plans or strategies to ensure that the accommodations are available. Schools can devise policies for sourcing the necessary financial resources or set up provisions for time bound plans to have specific accommodations available. Even though most such accommodations require money, schools can devise some cost-effective methods to make some accommodations available. For example, taking a stock of all required accommodations is a good starting point for this cause.

Communication. Communication is the key element for organizational coordination and smooth functioning. Every aspect of the organization is driven by communication. An effective inclusive culture requires the communication of the institution's mission, goals, objectives, and values to all stakeholders. Critical to this is the creation of a shared understanding of the values pertaining to inclusion across all members in an institution. However, a greater challenge in this regard involves developing a criterion to ascertain the effectiveness and efficiency of the organization's communication system. Commonly used communication platforms within school systems include meetings, seminars, non-formal meetings, symposiums, and workshops. Schools can develop criteria to ascertain the frequency of such platforms, attendances, and participation to determine the quality and effectiveness of its communication system.

Pupil and staff well-being. Students' emotional, mental, and physical well-being are the most important aspects to promote student success**.** One of the prime goals of inclusive education is to ensure that students with disabilities receive quality education that can improve their access to employment opportunities and better their quality of life. As previously mentioned, some cultural and traditional beliefs may hinder the desired inclusion of students with disabilities. Students with disabilities often face stigma from peers and staff largely as a result of their disabilities. Such experiences are likely to negatively affect students mentally and emotionally. Schools can devise strategies to ensure that students with disabilities are treated well and are not discriminated against. Schools may also devise programs to educate students without disabilities about causes of disability and the integration of students with disabilities. Schools should have in place, mechanisms for the continual monitoring of students' attendance, participation and well-being. Schools can also devise strategies to prevent bullying and ill treatment of students.

Curriculum Planning for Inclusion. School management and staff engage in curriculum planning that is inclusive and accommodates the needs of students with disabilities. Such a process should aim at ensuring every student's learning success and accounting for students diverse learning characteristics. The criteria for addressing this theme involves devising a curriculum planning approach that enhances the opportunities for students with special needs to learn in an inclusive environment whilst recognizing their individual abilities, learning styles, needs, and preferences. Additionally, the curriculum approach should encompass differentiation of content, processes, and outcomes for the benefit of all students. The curriculum should maximize student engagement whilst providing access to wide, rich, and age appropriate curriculum. Finally, the approach should ensure students' participation, self-esteem, and a sense of competence.

Individualized education planning. Since students with disabilities present unique learning needs from typical students, and specific needs vary from one student to another, inclusive curriculum planning requires teachers to take into account the individual students' needs within the context of the general curriculum. Schools can device various approaches to implement differentiated curriculum, e.g. incorporating diverse teaching methods, resources, and supports as necessary.

Teaching and learning strategies. Teachers recognize different learning characteristics of their students and adjust their teaching approaches for the benefit of all students. As previously mentioned, inclusive curriculum planning takes into account the diverse learning styles of students and plans instructional strategies that targets to address the unique learning needs of individual students. Effectively teaching diverse students entails implementation of planned strategies and occasional assessment to see if the strategies are effective. The theme also requires teachers to be flexible enough to amend changes as and when necessary.

Classroom management. Classroom management are the set of skills and techniques that teachers use to ensure that class activities are well organized and running smoothly with no disruptions. Most often, teachers use rules and instructions to management students' behavior thereby minimizing the occurrence of problem behaviors. Classroom management strategies are devised in tandem with the school's rules to promote overall students' learning and positive class experience. Students with disabilities may struggle to communicate their needs and display problem behaviors in the process. Teachers are knowledgeable of such potential challenges and they devise behavior management strategies in advance to address the behavior problems.

Support for and recognition of learning. Teachers continuously assess students' performance to see if they are learning effectively and use assessment data to inform current and future practices. It is unusual for students with special learning needs to lag behind on taught topics. Inclusive assessment therefore requires teachers to carefully monitor the performance of individual students through continuous data collection and modification of instruction as and when necessary. The assessment approach proposed in this framework requires that assessments have their purposes/uses explicitly stated, roles of stakeholders clearly defined, links between assessments and outcomes clearly stated. It also requires the use of both formative and summative assessments that are not biased and are flexibly matched to the abilities and characteristics of diverse students.

Conclusion

The provision of special education classes in schools facilitates the learning of students with disabilities and special educational needs. Despite the important contributions of special education classes, separation of students with disabilities from mainstream classes may hinder social interaction and integration of students with disabilities with fellow, typical students. Therefore, there has been increased emphasis on adoption of inclusive education in schools in order to ensure that students with disabilities get the same quality of education as typical students and are not discriminated against. Regardless of this motion, inclusive education in some African countries continues to face challenges, negating the full absorption of students with disabilities. This chapter summarizes the current state of affairs regarding the educational outcomes of children with disabilities, the challenges associated with adoption of inclusive education in African schools and proposes an inclusive education framework to facilitate its implantation and to guide schools in assessing their inclusive education efforts. The framework for inclusive education provides schools with a standard criterion for determining the quality of its inclusive education efforts. Schools can measure the extent to which they address each of the listed inclusive education themes by comparing their own efforts to the pre-determined benchmarks. The framework can be modified to meet the specific characteristics of different cultures or countries. The framework presented in this chapter can be a good starting point from which to develop a more effective inclusive environment.

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An assessment of inclusive education in Sub Saharan Africa and a framework for evaluating an institution's system

Abstract

Author of this article expresses belife that education is an essential tool for addressing most of the socio-economic challenges. Therefore, increasing access to education for children with disabilities can open up a whole lot of new and diverse opportunities for them. Base on datas the author certified, that most children with disabilities in African countries do not have access to good quality education. Consequently, they are less likely to get employed and are at increased odds of living in severe poverty. Traditionally, children with disabilities have been served in special education classes. However, not all schools in African countries have special education classes or facilities. According to the latest census data from across 11 African countries many children with disabilities are never enrolled into schools. This chapter summarizes the current state of affairs regarding the educational outcomes of children with disabilities, the challenges associated with adoption of inclusive education in African schools and proposes an inclusive education framework to facilitate its implantation and to guide schools in assessing their inclusive education efforts.

Tolerance in the education of children with disabilities as an indicator of an inclusive community culture

Tatiana Zhuk, Tatiana Lisovskaya*

> *"Tolerance is the highest result of education"*
>
> Helen Keller

*A*rticle 2 of the Code of the Republic of Belarus on Education defines one of the principles of state policy in the field of education as a guarantee of the constitutional right of everyone to education and ensuring equal access to education (Education Code of the Republic of Belarus, 2010).

Annually in the Republic of Belarus the number of children under 18 with peculiarities in psychophysical development (hereinafter – PPD) increases on average by 5–6 thousand. In the 2019/2020 academic year, the Republican Databank of Children with PPD contains the information about more than 166,000 children with PPD. Almost 86% of them study in the conditions of educational integration (inclusion). More and more children with disabilities are involved into educational integration (compared to 2010 when the number of children involved was 60%). For almost all nosological groups of children with PPD, it is possible to receive education in an integrated (inclusive) form. In each case, this form of training is based on the interests of the child and organized at the parents' request. A necessary condition for successful integration (inclusion) is a two-way process: on the one hand, the readiness of children with PPD to co-education with healthy peers, their adaptation to the educational space of a school or kindergarten, and on the other hand, the adoption of "special" children, which includes tolerance of all the participants of the educational process, the creation of an adaptive educational space that allows to satisfy their special educational needs and provides their successful socialization.

The normative document that gives the most complete understanding of the principles, goals, objectives and mechanisms for the development of inclusive education in our country is the Concept for the development of inclusive education for

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people with disabilities in the Republic of Belarus. This Concept proceeds from the recognition of the exceptional role of education as a social institution in the formation of the individual, his socialization, the importance of education for the formation of an inclusive society, in which the characteristics of its members are considered as a potential for their development, as a priority value that gives diversity to the society and contributes to its improvement (Baryshnikova, 2011).

Thus, the current stage in the development of the educational system is aimed at maximizing the inclusion of students with different educational needs in the joint educational process, at developing tolerance for differences and respect for diversity, at developing cooperation and encouraging the achievements of each member of the school community.

As a result of this, the research field of inclusive education is formed. One of the components of this field is the inclusive culture. This phenomenon is considered in the researches of such scholars as T. Booth (2007), S.V. Alekhine (2011), V.V. Khitryuk (2012) and others, and is interpreted as "1) a special philosophy according to which the values, knowledge about inclusive education and responsibility are accepted and shared between all the participants in the process; 2) a part of the general school culture aimed at providing support for the values of inclusion, a high level of which helps to increase the efficiency of the inclusion process as a whole; 3) a unique microclimate of trust, contributing to the development of interdependent relations between the family and the school, avoiding conflicts and potential harm to each of the participants in the process; 4) a special inclusive atmosphere in which the implemented modifications are adapted to the needs of a particular school and are organically woven into its general structure, and teachers are given the opportunity to receive various support, both from the administration and from their colleagues, to reduce the risk of many contradictions; 5) the fundamental basis for creating a culture of the inclusive society, in which the diversity of needs is welcomed, supported, accumulated by the society, providing the opportunity to achieve high results in accordance with the goals of inclusive education and ensuring the safety, acceptance, cooperation and stimulation of continuous improvement of the pedagogical community and the society as a whole" (Booth, 2007).

Modern scholars and researchers have presented many definitions of "inclusive culture."

V.V. Khitryuk defines to the "inclusive culture" as "... a component of a professional pedagogical culture, and is defined as an integrative personal quality that contributes to the creation and development of the values and technologies of the inclusive education, integrates the system of knowledge, skills, social, personal and professional competencies that allow the teacher to work effectively in conditions of inclusive education (integrated learning) and to determine the optimal conditions for the development of each child" (Khitryuk, 2012).

Russian scientists A.Y. Shemanov and A.S. Ekushevskaya offer an overview of the concept of inclusive culture and the methodology of its definition and formation based on the examples of different countries such as the UK, Spain, the USA, etc.

For example, in the UK, the advocates for the rights of the disabled adopt a social disability model and seek to remove the barriers that prevent people with disabilities from full inclusion into the society. They believe that the cause of discrimination of people with physical, sensory or mental disorders lies in the structure of the society itself.

In Scotland, the official documents in the field of education declare "a combination of equality of opportunities, the process and the outcome, and also take into account the problem of equal acceptance of identity and redistribution of resources in favor of vulnerable groups" (Booth, 2007).

According to British researchers (P. Paliocosta, S. Blandford), in some schools in Northern Ireland, England and Wales, inclusive practice in schools is based on a differentiated teaching model. This, according to the scientists, is associated with the policies of schools focused on the academic success of students. To a greater extent, the problem of differentiation concerns secondary schools rather than primary schools, since the requirements for the assimilation of educational material significantly increase there.

In secondary schools of compulsory education in Spain, the problem of creating an inclusive culture is also acute. Declaratively, inclusion is recognized in the country but the model of individual perception based on the student's defect prevails among teachers.

In the United States, there are two concepts of the inclusive society: "integration" and "inclusion". The authors of the article suggest the possibility of interchangeability of these terms because of "the emphasis on the rights to identity, rather than on a social model of disability" (Booth, 2007).

In 1975, the adoption of "Law 94–142 on the Education of Disabled Children in the United States" put the integration processes in education on a legal basis. This law ensured the right of children with disabilities to free education in public schools, as well as their preparation for work and independent life. However, the introduction of integrative educational innovations into practice caused a number of problems in the US mass schools. First of all, these problems arose due to the unwillingness of secondary schools teachers to provide the necessary adequate educational conditions for the children with special needs and ensure their communication with peers. According to the results of studies conducted at that time, teachers were not ready for new professional activities and new responsibilities.

The main body implementing this law is the Office of Special Educations and Rehabilitative Services. During a working meeting with the Belarusian delegation in April, 2017 Ruth Ryder, the Director of the Office of Special Educations and Rehabilitative Services reported about the activities and federal policies of the

United States to support people with disabilities. At the present stage, the work of the Office of Special Educations and Rehabilitative Services of the US Department of Education is aimed at improving the situation of children and youth with disabilities from birth to the age of 21 by coordinating the activities of subordinate structures and providing financial support of states and local programs.

In 2017, during the internship program "Inclusive Education in Schools" within the framework of the Community Connections program, we got acquainted with the work of various organizations, management structures and educational institutions of Maryland (USA), in particular, the city of Baltimore, at the present stage of its development. The following are data on the system of work for the formation of an inclusive culture, the elaboration of inclusive policies and the development of inclusive practices.

The essence of building an inclusive community in Maryland is to create a unified system of structures interested in the full realization of the rights of people with disabilities: from government education authorities to private non-profit organizations.

Organization of the educational process for children with disabilities is possible in three types of schools: state (public), charter and private schools. All students have the right to education, but the level of their involvement in the educational process depends on the severity of the existing psychophysical peculiarities of development. The concept of inclusion in schools is "education on a par with everyone." However, individualization of the educational process is observed, which consists in the development of individual educational programs (IEP) for children with disabilities, as well as the organization of personal support for students with severe disabilities. A significant degree of responsibility for the education of children is assigned to parents who necessarily take part in collegiate development of individual educational programs. If a child with a disability does not cope with the curriculum, parents are encouraged to transfer him or her to a special school, where he or she will have a possibility to improve his or her educational level in order to return to the secondary school in the future. If the parents disagree with the "educational route" offered to the child, the school has the right to go to court. The same right is provided to parents.

The Maryland Disability Department coordinates and improves the provision of care for people with disabilities in the state. In collaboration with all governmental bodies, the Department carries out overall leadership in this area to ensure the fullest range of services provided by authorized institutions. The Department also unifies various approaches to issues affecting people with disabilities taking into account the wide variety of citizens' needs when making decisions. In their programs of specially equipped housing, affordable employment, vocational guidance, participation in public life, technological assistance, a barrier-free life and free movement, the Department pays special attention to the independent and full

participation of people with disabilities in the society and ensures the necessary and effective conditions for the valuable participation of all citizens in state economics.

The state has a network of non-profit organizations that provide all kinds of informational, legal, psychological support and other types of assistance and services for people with disabilities and their families: the nonprofit organization "Disability Rights Maryland", the independent non-profit organization "The Council of Parent Attorneys and Advocates", "The Parents' Place", a nonprofit organization, The Maryland Association of Nonpublic Special Education Facilities (MANSEF), etc.

For example, the Maryland Coalition for Inclusive Education (MCIE) is a nonprofit organization dedicated to the inclusion of students with disabilities in schools through specialized services: protecting the interests of families, supporting schools in terms of improving teaching methods and inclusion, providing the latest information on best educational practices. The organization works with schools, districts and states, and also collaborates with universities, human rights and professional organizations, and associations of people with disabilities.

Best Buddies International is a non-profit organization whose mission is to create a worldwide volunteer movement that opens up opportunities for one-to-one friendship, integrated employment and leadership development of people with intellectual and developmental disabilities. The organization helps such people make friends, find successful work, live independently, improve communication skills, public speaking, protect their interests and feel relevant for society.

The Maryland Development Disability Council (MDDC) is a federally funded organization that advocates for government policy to support the inclusion of people with developmental disabilities in all aspects of society by breaking down barriers, creating opportunities, empowering and fostering innovation.

The U.S. Access Board is a federal agency which is a leading source of information that promotes equality for people with disabilities through leadership in accessible design and the development of accessibility guidelines and standards for the built environment, transportation, communication, medical diagnostic equipment, and information technology. The Board also gives technical assistance, provides training and monitors federally funded institutions for compliance with accessibility standards.

In addition, in the United States there is The National Council on Disability (NCD), which is an independent federal agency, authorized as an advisory body to the President, Congress, and other federal agencies and services on current and emerging issues affecting the lives of people with disabilities.

The media are a powerful resource for creating an inclusive culture in society. In the state of Maryland, the INSIGHT ON disABILITY radio program, educating the public on all aspects of disability, is constantly on-air live. Due to the

broadcasting of programs telling about achievements in the life of people with disabilities, a culture of activism is being formed and the number of participants in public initiatives is increasing.

Thus, the worked out mechanism of interaction between various departments, organizations and public structures makes it possible to purposefully form an inclusive culture among the local community and, above all, among those responsible for the education of children with disabilities.

The practical manual by T. Booth and M. Ainscow "Index of Inclusion" (2002) proposes a step-by-step process of planning and implementing priority areas for the development of educational institutions in the direction of inclusion, as well as criteria for assessing the inclusiveness of school culture. The analysis of the manual shows that the inclusion is based on three interrelated aspects, or three dimensions, reflecting the most important areas for improving the situation in schools: creating inclusive cultures, producing inclusive policies, and evolving inclusive practice (pic. 1)

producing in clusive policies

creating inclusive cultures   evolving inclusive practice
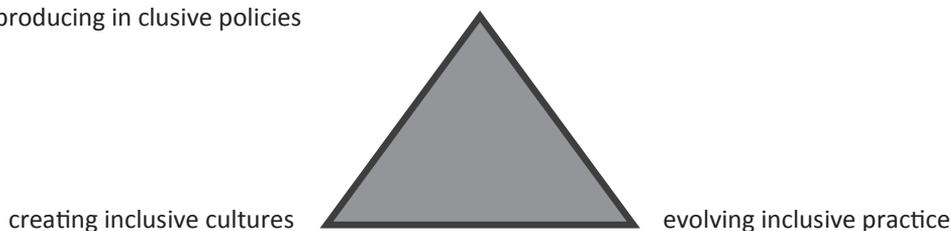
In our opinion, the three dimensions define the vectors of thinking with regard to the inclusion, aimed not only at reforming educational institutions but also society as a whole. And it is important to note the fact that the creation of inclusive cultures is at the base of the triangle, and therefore it is the basis for building an inclusive community (Kozlovskaya, Palieva; 2016).

Thus, it can be assumed that inclusive cultures is a system of certain moral values and attitudes of each individual, – a community member, aimed at the willingness to fully accept the "other", i.e. to inclusion.

We consider tolerant attitude, first of all towards children with disabilities, as a component of an inclusive culture of both the teacher and society as a whole. Scientific and structurally-substantive aspects of tolerance development were developed and reflected in the works of Belarusian and Russian scientists: V.A. Badil, S.L. Bratchenko, A.N. Konopleva, I.V. Kovalets, E.A. Lemekh, T.L. Leshchinskaya, T.V. Lisovskaya, M.L. Lyubimov, A.R. Muller, etc.

There is a need to reconsider the issue, and practice innovative approaches to the formation of tolerance in the process of education of children with disabilities. In this situation, we consider the concept of "education" as a "process of education" in which the cultural and moral-emotional relations are valued, the spiritual and

material achievements of the mankind are preserved and enriched. The aim of educating a child with a disability is to introduce this child into the culture, because various reasons this child could have fallen out of the educational space.

The concept of tolerance is ambiguous and diverse. Each culture has its own definitions of tolerance, which are largely similar. Etymologically, the word "tolerance" goes back to Latin "tolerantia", which means "endurance", "resistance". In English, tolerance means willingness and ability to perceive a person or thing without protest, in French – respect for the freedom of another, his way of thinking, behavior, political and religious views. In Chinese, to be tolerant means to allow, tolerate, show generosity towards others. In Arabic, tolerance is forgiveness, indulgence, gentleness, condescension, favor, patience, disposition towards others, in Persian it means patience, endurance, readiness for reconciliation, in Russian tolerance is the ability to accept another as he is. Tolerance, which is a national feature of Belarusians, involves taking into account the rights and feelings of another person and responsibility for their own behavior.

Various approaches to understanding tolerance show that it is regarded as an important social value, the norm of social life, the principle of human relationships and behavior, and a personal quality. Tolerance is basically focused on the main requirement – the recognition of another as equal to oneself. As an international principle, it takes the form of the expression "All different – all equal."

In 1995, the Declaration of Principles on Tolerance (UNESCO) was adopted. It defines tolerance as "respect, acceptance and appreciation of the rich diversity .... it is a virtue that makes peace possible ..." (Declaration, 1995).

In his study on the problems of tolerance in primary school age, G.B. Baryshnikova states that the modern educational system focuses insuff.iciently on the formation of a tolerant personality. Besides, there are contradictions "between the family norms and values, the social and ethnic group where the schoolchild belongs, and the attitude of the society" (Baryshnikova, 2011, p. 268).

The tolerance formation will be effective if we consider it as a prior task of education. The educational process must be built on the principles of interdisciplinarity, optimization, multiculturalism, multi-ethnicity, practical orientation and consistency. Planning this work, we should define the criteria and identify the levels of tolerance. It is mandatory to use modern technologies (interactive teaching methods, practice-oriented, differentiated approaches) (Baryshnikova, 2011, p. 266).

Tolerance education methods aim at forming children's readiness for understanding other people and tolerance to their peculiar actions.

The method of persuasion is effective. It involves the appeal to the intellectual and emotional spheres of the subject, giving a reasonable proof of the necessary tolerant behavior.

In the intellectual sphere, it is necessary to instill deep knowledge about the values of tolerance

In the emotional sphere, while skillfully combining exactingness and kindness, the nature of moral experiences is formed manifesting itself in such qualities as responsiveness, trust, sympathy, shame, etc.

Methods that affect the emotional sphere include suggestion – verbal or figurative mental impact, causing the assimilation of certain information.

In fostering tolerance among participants in the educational process, it is necessary to form a conscious life activity, which is based on a sustainable motivation for a tolerant attitude towards people, including "others" and their actions.

Organization of communication and joint activities of standard-typed children and children with disabilities stimulates their tolerant behavior. It is necessary to take into account that children with disabilities, being among healthy peers, often experience difficulties and discomfort due to the lack of attention from others rather than from their own l disabilities. The interaction between normally developing children and children with disabilities contributes to the formation of the "norm" of altruistic behavior, empathy and humanity. Children become more tolerant to each other.

The problem of peers' negative attitude towards children with PPD is often aggravated by the fact that sometimes teachers themselves are intolerant to such children, calling them "inferior", "defective", "backward".

In this regard, one should remember about pedagogical tolerance, which is one of the components of pedagogical ethics and is manifested in the ability of tolerant interaction with all subjects of the educational process, ensuring the moral character of pedagogical activity.

Researcher I.G. Akhunova highlights three levels of tolerance development of a personality:

1) natural or native (toleranse type «A»);
2) moral-ethic (toleranse type «B»);
3) moral-spiritual (toleranse type «C»).

Tolerance of the first type is a natural openness and trustfulness characteristic of a small child, which is not yet associated with his personal qualities. This level of tolerance development implies unconditional and uncritical acceptance of another person.

Tolerance of the second level is inherent in an adult. "A tolerant person of this type in situation of "culture clash" seeks to restrain himself using psychological defense mechanisms, but intolerance, rejection, and even hidden aggression may be hidden behind a "tolerant facade".

The third (the highest) level of tolerance development is, on the one hand, a positive attitude towards oneself, one's inner world, values, goals, desires, and, on the other hand, it is a conscious willingness of a person to accept "the other" as he is, to accept the values and meanings significant for "the other".

Here is an example. Not long ago, in Minsk, a unique family inclusive theater "I" was opened. The Theatre follows the principle of equal opportunities: children with autistic disabilities play on stage along with standard-typed children. Before the performance "Flute-Charadzeyka" in Brest, local television journalists interviewed a little 5-year-old girl Dasha P. They asked, why she came to the performance. Here is what Dasha answered (the author's style is preserved): "I came to see how healthy children perform together with not very healthy ones. I do not want them to think that no one wants to be friends with them. I really want to make friends with them!" It is fair to say that Dasha had visited the group of integrated training and upbringing in the preschool educational institution and communication with peers with peculiarities in psychophysical development is an everyday norm for her.

She State Educational Institution "Brest Regional Institute for the Development of Education" proposed an express questionnaire "Tolerance Index" (G.U. Soldatova, O.A. Kravtsova, O.E. Khukhlaev, L.A. Shaigerova) to a group of teachers of the 1st stage of general secondary education working with disabled children, and the teachers of integrated education classes. Three subscales of the questionnaire were aimed at diagnosing such aspects of tolerance as ethnic tolerance, social tolerance, and tolerance as a personality trait. 48 teachers took part in the survey in total. The result of the survey showed that no teacher showed a high level of tolerance, 45 teachers showed an average level and 3 teachers a low level of tolerance.

According to the subscale "Ethnic tolerance", which reveals a person's attitude to representatives of other ethnic groups and attitudes in the field of intercultural interaction, 2 teachers showed a low level, 44 people showed an average level and 2 teachers showed a high level of tolerance.

In accordance with the subscale "Social Tolerance", which allows to study tolerant and intolerant manifestations in relation to various social groups, as well as to study the identification of certain social processes, 7 teachers showed a low level, 36 – medium and 4 – high level of tolerance.

The subscale "Tolerance as a personality trait" diagnoses personality traits, attitudes and beliefs that largely determine a person's attitude to the world. The analyses revealed 7 teachers with a low level, 37 teachers with an average level and only 4 teachers with a high level of tolerance.

This results of this survey allow us to conclude that for most teachers moral-ethic tolerance (type "B"), is inherent and the problem of the formation of a tolerant attitude towards children with disabilities, including the upbringing of pedagogical ethics, is relevant for all the participants of the educational process.

Thus, tolerance in the educational process should become a natural norm for all its subjects, determining the style of their behavior and thinking.

The priority areas of tolerance education include various types of extracurricular activities of a humanistic orientation: tolerance weeks, thematic educational events dedicated to the International Day of Persons with Disabilities, International

White Cane Day, World Down Syndrome Day, the World Autism Awareness Day, International Day of Sign Languages etc.

It is important to hold parent-teacher meetings on the topic of tolerance, hours of communication "What does it mean to be tolerant?", "Steps to tolerance" and others. Flash mobs with the participation of volunteers "Friends on the whole planet!", "We are different and this is our wealth, we are together and this is our strength" and others.

As a rule, there are 3 main groups of methods for promoting tolerance among schoolchildren:

The first group of methods is associated with the children's class activities, while the teacher organizes the activities so that their overall success depended on helping each other. We offer examples of such events: the Mutual Assistance competition, the oral magazine "Different children live on the planet", a web quest the "Journey to the Country of Politeness and Kindness", a cognitive game "How Good We Are Together", the competitive game""Friendship Starts with a Smile" etc.

The second group of methods is aimed at organizing a reflective conversation. The dialogue between the teacher and the student will contribute to the formation of the child's attitude to some significant problem. Such can be developing interactive conversations "Source of humanity", "Know how to be friends", "Our inner world", "Learning the rules of communication", "Doing good together", training classes "Flower of emotions", "Step towards", "Look at me as an equal", "Paths of good deeds", "Role masks", library class "We have one world for all" and others.

The third group of methods is associated with the use of fiction, animated films and cartoons.

Using the proposed methods in the work on the formation of a tolerant attitude towards disabled children, it is necessary to pursue the goal of developing empathy for all the participants in the educational process. Empathy, as an individual psychological feature, characterizes a person's ability to empathy and sympathy. Being "the core of human communication, it contributes to the balance of interpersonal relationships, makes human behavior socially determined" (Tseluyko, 2018, p. 15).

In recent years, charity and volunteer activities have been especially popular in Belarus, which are organized both in educational institutions and under the leadership of public organizations such as the Belarusian Republican Youth Union, the Belarusian Red Cross Society, public association "the Belarusian Children's Fund", public association "Belarusian Association of Assistance to Children with Disabilities and Young Persons with Disabilities" and others.

The created organizations unite the children with joint activities aimed at helping those in need. "The moral effect of donation, mastered at a young age, cannot be overestimated. Through compassion for another person, through the understanding that your complicity can affect other person's life, a moral feeling arises" (Tseluyko, 2018, p. 11).

At the present stage of development of society, the formation of the life competence of a child with a disability is carried out most successfully in conditions of social inclusion, which makes it possible to get as close as possible to real life, unfolding various models of social relationships and interactions. A good example of such work is inclusive creative platforms, with their special atmosphere accepting children with disabilities as they are.

Thus, we can distinguish four groups of methods aimed at the formation of an empathic personality through a joint focused creative activity in which each of the participants is successful.

The State Educational Institution "Brest Regional Center for Corrective Development Education and Rehabilitation" annually holds the traditional regional inclusive festival "Together we can do more" for International Children's Day. The event includes children with disabilities, students of centers for correctional developmental education and rehabilitation, and their peers studying in institutions of general secondary and additional education. To perform on stage, children prepare joint creative acts, learning to interact and feel both support and responsibility for each other. This festival is of great importance, since it collects 300–350 children from the whole region. The participants are involved in joint creative activities and are equally successful. It should be noted that every year such events gain scale in terms of geography. The number of participants – 4,5–5 thousand of "special" children take part in such events annually on district levels and about a thousand take part in regional events.

Traditional events for the International Day of Persons with Disabilities and the charity New Year tree within the framework of the republican campaign "Our Children", which have been united by the regional contest of children's creativity (since 2007), have firmly entered into the practice of work. The essence of this competition is that each time it reveals a new topic and attracts more and more interested people. So, for example, the theme of the competition "Hand in Hand" involved the joint production of handwork by a child with PPD and his normotipic peer. The competitions are held at the district stages and then the participants are admitted to the final regional competition. In the end the authors present their joint creative work and the results are announced at the regional charity New Year party. During the year, the works are exhibited at the center of youth' creativity and then moved to the Brest Regional Institute for the Development of Education, where it receives the active attention of teachers who improve their qualifications. Another advantage of this event is to attract volunteers and sponsors. For many years, vocational education institutions of the Brest region prepare promotional gifts for the children participating at the regional stage of the competition. Large enterprises and organizations of the region offer sponsorship giving the winners of the 1st, 2nd and 3rd prizes a significant financial assistance in acquiring sweet New Year's presents and precious gifts for children and their schools. Representatives

of sponsoring enterprises are always present at the summing up of the competition and personally present gifts to children. Many of them first come to such inclusive events and are frankly surprised at the limitless opportunities and talent of children with disabilities. It should be noted that when communicating with potential sponsors, the most effective is the persuasion method. In most cases, people are ready to share money, but refuse to participate in events involving a large number of children with disabilities. During such events direct interaction and tactile-visual contact between an adult and a child is our main goal. While giving gifts, round dancing, watching creative performances involving children with PPD, a person who has never encountered the problem of disability before revises his own values and accepts the "other" as he is. A person stops seeing an "ordinary disabled child", he sees an unusual and talented child. Each time we try to attract new people to our events, and each time they enthusiastically share with us their "discoveries".

A questionnaire was held among a group of employees of the banking system (BPS-Sberbank and the Main Directorate for the Brest Region of the National Bank of the Republic of Belarus) who repeatedly sponsored and volunteered at the above events, a group of managers (deputy heads of departments and education departments of district and city executive committees of the Brest Region) whose functionality is supervising the activities of special education in the districts, and teachers. The questions were as follows:

1. Have you ever experienced a barrier in communication or interaction with a child with a disability?
2. What helped you personally accept a child with a disability as it is? (select 2 options):
   a) special knowledge;
   b) tactile contact (took his hand);
   c) official circumstances;
   d) visual contact (looked into his eyes);
   e) state policy

Of the 64 participants 32.9% experienced a barrier in communication or interaction with a child with a disability, 65.67% had no barrier in this situation, 1.5% found it difficult to answer. When answering question 2 of the questionnaire, the respondents' answers were distributed as follows: for 61% of respondents, an important and significant factor in the adoption of a child with a disability was visual-tactile contact. In addition, 83% of respondents chose a separate option d) – visual contact (looked into his eyes), and 70.3% of respondents selected a separate option b) – tactile contact (took his hand)

Therefore, we can conclude that the emotional/empathic component plays an important role in the ability to accept "otherness" and in fostering an inclusive culture of the individual and the community as a whole.

It has become a good tradition to hold sports events with the participation of children with disabilities and their parents, together with general secondary education institutions, organized by the district authorities. An important factor in these activities is the involvement of parents. Also, an inclusive summer health campaign is held. In their turn, annually at the final meeting of the Board of Directors the leaders of the district and city authorities demonstrate the video "Event of the Year", which informs people about the formation of an inclusive culture among the local community through mass events with the participation of disabled children and children with PPD and raising a tolerant attitude to them.

In the Brest region, the regional contest of videos and social advertisements "We are different, but we are equal" has become an effective step in the formation of a tolerant attitude towards children with PPD in the context of educational integration. The final of the competition was held on the basis of the public institution "Brest State Regional Center for Youth Creativity" where the audience was students, parents and teachers of secondary schools. The purpose of this event was to get to know the life of "special" children, their successes and dreams, as well as to look at the problem of disability through the eyes of their parents. The videos and social advertisements that became the winners were shown by local television and transmitted to educational institutions for the purpose of their application in educational work.

Another important factor is working with the media. Television is always present at such large-scale events as one of the most effective mechanisms for influencing target audiences. It is very important for newspaper articles or television stories to be extremely understandable and positive. They should give information and demonstrate the success of children with disabilities in creativity, sports, art and education.

Thus, the above methods, techniques and forms of work can be used to form a positive attitudes toward tolerance not only among the participants of the educational process, but also among the community interacting in the process of education of children with PPD and children with disabilities.

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Tolerance in the education of children with disabilities as an indicator of an inclusive community culture

Abstract

The article raises the problems of creating a tolerant educational environment at the present stage of development of education. The ways of forming an inclusive culture of teachers and the local community as a whole are presented on the example of the Republic of Belarus, Great Britain, the USA and other countries. Possible ways of solving the problems arising in the course of building an inclusive community are identified, using the example of creative inclusive platforms of Brest region.

Equal access to education for students with disabilities in Russia: concept, problems, variety of solutions

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$\mathcal{T}$he beginning of the 21st century is the period of updating and design of the modern education system in Russia. A new regulatory and legal framework has been created for the functioning of a unified education system (law on education, federal state educational standards and exemplary educational programs), which ensures equal access to education in different settings at all levels of education (primary, basic secondary) for every child with disabilities, taking into account their capabilities and educational needs. In the article, the authors present conceptual foundations and problems related to the educational integration of students with disabilities in Russia (Extremary…, 2018).

One of the most important rights and freedoms of citizens in modern society is the right of everyone to education, which is guaranteed by the basic regulatory acts of the state. The opportunity to get an education, being the most important right of every person to ensure his or her personality development, also determines the main vector of development of the society as a whole.

An analysis of the current state of the education system allows us to state that by the end of the 20th century Russia had a well-developed system of education coupled with a system of psychological, medical, pedagogical and social assistance given to children with sensory, speech and intellectual disabilities through educational, health and social protection institutions. The system supported children having visual, hearing, intellectual, speech, and musculoskeletal disabilities with various forms of education and necessary development assistance (Baryaeva, Zarin (1999), Malofeev (2001, 2011)). Inevitable development of society involves

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setting new tasks for social institutions and the educational system is no exception. Despite the significant achievements of Russia in the field of educating people with developmental problems and providing them with comprehensive correction and development assistance, it is possible to identify the "blindspots" and, accordingly, the problems that became apparent at the turn of the 20th–21st centuries. In our opinion, these include, firstly, a certain isolation of educational institutions for students with disabilities, as a result of which the unity of the educational space was violated, and this, in turn, could affect the step-by-step solution of the main problem, that is, their socialization. Secondly, incomplete inclusion of certain categories of children in the educational process, in particular, up to a certain time in the past, children with a complex defect structure and severe multiple developmental disabilities were not fully included in the educational process (Malofeev, Kukushkina, Nikolskaya, Goncharova, 2013).

Thus, comprehension of the experience of functioning of the education system, humanization of public and state attitudes toward the problems of such children, underlie the improvement of the system, which was carried out in three directions:

– improving the regulatory framework for the education of children with disabilities;
– improving the program-methodological support for the education of children with disabilities;
– improving personnel training.

In this article, we will only consider the first direction – the regulatory framework for the education of children with disabilities. In the past three decades, education issues for children with disabilities have attracted a lot of legislative attention. They are mentioned in such federal laws as: "On Basic Guarantees of the Rights of the Child in the Russian Federation", "On Ratification of the Convention on the Rights of Persons with Disabilities", "On the Social Protection of Persons with Disabilities in the Russian Federation", etc. This allows us to state that a modern legislative system has been created in Russia that guarantees the realization of the right to education for all.

Normative clarity is the most important condition for the development of any education system. Its modern status is determined by the Law "On Education in the Russian Federation" as a unified system that meets the educational needs of all people. It should be emphasized that the law clearly regulates issues related to the education of persons with disabilities. First of all, their realization of the right to education requires the creation of the **necessary conditions** for receiving, without discrimination, a quality education. These conditions should ensure the correction of developmental disabilities and social adaptation, provision of early corrective assistance using special pedagogical approaches, communication methods and modes, as well as the social development of these individuals.

It is possible to achieve the set goals by developing a set of **tools**. The key tools include:

– federal state educational standards for general education of students with disabilities;
– adapted basic general education programs;
– special conditions for obtaining education;
– variability of the choice of forms of education.

Without a doubt, a federal state educational standard is the first tool that ensures the accessibility of education for students with disabilities.

Based on the implementation of the provisions of the Law "On Education in the Russian Federation", the following two state educational Standards were developed and enforced: the federal state educational standard for primary general education for students with disabilities and the federal state educational standard for students with mental retardation (intellectual disabilities).

It should be emphasized that the Standard for students with disabilities regulates the conditions for obtaining education, the structure of the adapted program and the results of mastering it, but only at the level of primary general education. The standard for students with mental retardation does not introduce mastery of any level of education by children in this category (the period for obtaining an education is from 9 to 13 years). This makes it possible for a large number of schoolchildren with visual, hearing, speech, motor impairments, with learning difficulties to master in the future primary and secondary education programs along with their peers. The experience gained in recent decades proves this convincingly.

The development of federal state standards for different categories of children with disabilities does not mean contrasting them with general education standards. On the contrary, being a tool for organizing the educational system, they have become an effective means for its improvement and development, primarily in the part related to the education of children with disabilities (Ilyina, 2014). The implementation of standards, firstly, helps to expand the **variability and accessibility of** education for all groups of children with disabilities, including children with severe and complex developmental disorders; secondly, it provides children having a high developmental potential with the opportunity to transfer at any stage of study to general education educational programs, or after completing the primary education stage, to continue education according to the general education program at the basic education stage.

The development of the Standard was based on the main ideas of the Russian defectology school (Babkina, 2018; Malofeev, Kukushkina, Nikolskaya, Goncharova, 2013):

– Children with disabilities have special educational needs, which determines the need to create special conditions for their education;

– the heterogeneity of the composition of different groups of children with disabilities determines a wide range of their capabilities in mastering the content of education and the variability of the choice of forms of their education.

In the process of developing the Standard, the question arose of determining the special educational needs common to each category of children and specifically for individual groups within the selected category. The solution to this question was based on the cultural-historical theory of the mental development and personality development of L.S. Vygotsky, which allows us to consider the educational environment formed by the cultural traditions of the education and teaching children of different ages in the conditions of family and school as the main factor in the development of the child (Vygotsky, 1983a). Deviations in the development of a child with disabilities lead to his falling out from a socially and culturally determined educational space. The child's connection with society, culture as a source of development, is flagrantly violated, because an adult member of a culture cannot or does not know how to convey to them the social experience which is often mastered without specially organized learning conditions. It is possible to overcome the "social dislocation" and introduce the child into the culture using the "workarounds" of the specially constructed education (Vygotsky, 1983b). This goal set can be achieved by means of posing and solving special problems, making the content of education specific, using appropriate means, methods, techniques, systematic psychological and pedagogical support for the education of a child with disabilities.

The implementation of the variability and accessibility of education for students with disabilities, which takes into consideration not only typological, but, if necessary, individual educational needs, is provided by:

– development and implementation of adapted basic educational programs, including individual ones;
– creation of several options of adapted programs for each group of students with disabilities within a particular category;
– longer period of education;
– specification of the conditions for obtaining education for each group of students with disabilities within a particular category.

The second tool that ensures the accessibility and variability of the education for students with disabilities comprises the adapted basic educational programs as a set of basic characteristics of education (scope, content, planned results) and the organizational and pedagogical conditions of their education. Based on the requirements of the Standard, exemplary adapted basic general education programs have been developed for each category of students with disabilities. Each of the programs is represented by several options. Given the content of these programs,

each educational organization has the maximum opportunity to take into account special educational needs of its students, which ultimately has a positive impact on improving the quality of education (Ilyina, Zarin, 2015).

Special educational needs differ among children of different categories, because they are determined by the specifics of the disabilities, and dictate the special logic of the educational process and are reflected in all its components (Malofeev, Nikolskaya, Kukushkina, 2013). The general and specific educational needs of different groups of children with disabilities are presented in the texts of federal state educational standards and exemplary adapted basic educational programs.

Each of the options of the adapted program, as noted above, takes into account special educational needs. This results in:

- changing the content of education (for example, both by introducing special sections in the education content that are not present in the Program addressed to peers without health restrictions, and by reducing the amount of content);
- if necessary, the use of special methods, techniques and training tools (including specialized computer technologies) allowing for special educational needs (providing "workarounds" in training);
- individualization of education (required to a greater extent than for a child without disabilities);
- providing a special spatial and temporal organization of the educational environment;
- maximum expansion of the educational space (going beyond the educational institution to expand the sphere of life competence).

For example, the first option of the adapted program for all categories of students with disabilities (with the exception of schoolchildren with mental retardation) involves their education together with normally studying peers, and within the same period. The main difference between the education of children with disabilities according to this option is that it includes the development of the content of a correctional program (determining the list and content of correctional cycles), as well as determining the requirements for personnel and material and technical conditions allowing for specifics of typological and individual educational needs. It should be noted that the prospect of entering the group of at least one child with a hearing, vision or other developmental problem determines the need to develop an adapted educational program for him or her. We may consider this as the highest degree of realization of the child's right to receive a quality education in accordance with his or her real capabilities and needs.

The second option of the adapted program assumes that children with disabilities receive an education that is consistent, at the time of completion of education, with the final achievements of the education of students without disabilities. However, in this case, the period of learning is increased by 1–2 years. This option

of the program provides for the introduction of subjects that are not in the first option, as well as the specification of requirements for methods, means and forms of organization of education.

The third and fourth options of the adapted programs are intended for students who have sensory, motor impairments, disorders of the autistic spectrum combined with different levels of intellectual disabilities. In accordance with these program options, children with disabilities receive an education that is not comparable to the education of students without disabilities in terms of final achievements and is also carried out within a prolonged period. This education is not qualified. Selection of these program options, determining their content, learning outcomes and conditions of implementation for the first time has opened up the opportunity for these children to receive an education in accordance with their real educational needs.

For students with severe speech impairment and mental retardation, 2 options have been developed (1 and 2); with hearing impaired and with late onset blindness, with vision impaired and with late onset deafness, 3 options (1, 2 and 3); for blind, deaf students, with disorders of the musculoskeletal system and autism spectrum disorders, 4 options (1, 2, 3 and 4). The adapted program for students with mental retardation is presented in two options: the first is for students with mild mental retardation; the second – for students with moderate, severe and deep mental retardation, severe multiple developmental disorders.

The third tool that ensures accessibility and variability of education for students with disabilities is the **special conditions** of obtaining an education, a list of which is stipulated in the Law on Education ("the use of special educational programs and teaching and upbringing methods, special textbooks, teaching aids and didactic materials, special teaching aids for collective and individual use, provision of services of an assistant (helper) providing the students with necessary technical assistance, conducting group and individual correction training, provision of access to buildings of organizations" (Ilyina, Zarin, 2015). All these conditions, with the exception of the provision of assistant-helper services, relate to the group of material and technical conditions, which includes educational and methodological conditions. This group of conditions, like the other two groups (personnel and financial), are specified and clearly defined taking into account the special educational needs of each group of students.

The fourth tool that ensures the accessibility of education for every child with disabilities, regardless of the severity of disability, is the variability of the choice of form of education. In deciding on the forms of organizing the education of students with disabilities, the Education Law gives a definite answer, reinforcing the diverse practice that has developed in recent decades. This position of the state reflects the position of the defectological community, which advocates providing parents with the opportunity to choose one of the forms of education

for their child (Baryaeva, Zarin 1999; Malofeev, 2014; Malofeev, Shmatko 2007; Kantor, Matasov, Penin, Antropov, 2012). There are three forms of education provided for students with disabilities: together with other students, in separate classes, groups or in separate organizations (kindergartens, schools) that carry out educational activities. In our opinion, this is the best solution to the problem. It allows to take into account the demands of parents and possibilities of the psychophysical development of children to the maximum extent, and also ensures that all children, including children with severe and multiple developmental disabilities, are actually included in the educational sphere.

Thus, a cardinal legislative update of the educational process of students with disabilities allows, on the one hand, to provide for educational tools to cover various nosological categories and groups of students, regardless of the types of developmental disabilities they have and their severity. On the other hand, it ensures that the general and specific educational needs of each group of students are taken into account, which, in turn, is a guarantee of the accessibility and quality of the education they receive.

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Equal access to education for students with disabilities in Russia: concept, problems, variety of solutions

Abstract

The beginning of the 21st century is the period of updating and design of the modern education system in Russia. A new regulatory and legal framework has been created for the functioning of a unified education system (law on education, federal state educational standards and exemplary educational programs), which ensures equal access to education in different settings at all levels of education (preschool, primary, basic secondary) for every child with disabilities, taking into account his/her capabilities and educational needs. In the presentation, the authors will present conceptual foundations and problems related to the educational integration of students with disabilities in Russia.

Keywords: unified education system, equal access to education, capabilities and educational needs, accessibility and variability of education for students with disabilities, students with disabilities in Russia

Digital narratives in training inclusive education professionals in Ukraine

Mariya Leshchenko, Larysa Tymchuk, Ludmyla Tokaruk*

Introduction

*I*n the difficult conditions of modern Ukrainian society (social tensions resulting from Russia's 2014 military conflict, which continues for six years), training of inclusive education professionals capable of providing effective assistance to people in need plays an important role. Among these individuals, special attention is given to children with disorders resulting from the occurrence of one or more psycho-traumatic events, such as, hostilities, acts of terrorism, serious physical injury, death or witnessing other's death.

The concept of training inclusive education specialists in accordance with the updated Law of Ukraine "On Education" is based on the feasibility of forming the ability to create training and therapeutic environment based on the principles of non-discrimination, taking into account the diversity of a person, effective involvement and inclusion in the educational process of all its participants (date of access: 11/06/2018).[1]

The use of digital narratives has considerable potential to deliver effective inclusive education. Children in need of support often have communication problems (lack of concentration on personal feelings and thoughts, inability to express them correctly, effectively control non-verbal communication) with both peers and adults. Communication problems generate anger and frustration in children, impede learning and development, and disintegrate an inclusive educational environment. Digital narratives that combine personal expression, communication, teamwork and technology have great potential to address these issues. The use of

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[1] On education: Law of Ukraine dated 05.09.2017 No. 2145-VIII.URL: http://zakon2. rada.gov.ua/laws/show/2145-19 (date of access: 11/06/2018).

digital narratives in the training of inclusive education professionals enables them to form the ability to provide assistance to children, which combines the potential of narrative therapy and digital technologies.

Digital narratives in education – an important area of research in digital humanistic pedagogy

Digital narrative is a story created using digital technologies that reflects the view of the author. American scientists introduced the category of digital narrative into the scientific circulation in the early 90's of the XX century for the purpose of the phenomenon of convergence of digital technologies and the art of oral narration (Bykov, Leshchenko, Tymchuk, 2017). The category "digital story" can be interpreted as synonymous with the digital narrative concept, if it transmits an informational message that reflects the view of the author (Tymchuk, 2016).

Digital narratives include digital texts, presentations, photos, slides, documentary, art, short films, animated films, microfilms, advertising videos, video clips, video blogs, photo collages, audio recordings, etc. Designing digital narratives is about describing, schematizing, and using digital technology to come up with and tell reflective stories. The widespread use of digital narratives in different fields of study is based on their integral properties, which are reflected in the possibility of combining different educational methods and forms in the process of their design: creative and reproductive, verbal and non-verbal, individual and group.

In Ukraine, the study and use of digital narratives became active in 2016 after the introduction of the category of digital humanistic pedagogy – an innovative stage in the development of Ukrainian pedagogical science. The subject of its research is integration of learning and educational phenomena with digital technologies, which permeate all spheres of pedagogical knowledge: theory and history of pedagogy, didactics, theory of education, educational management, individual methods, and pedagogy of continuous education, professional and special in Education (Bykov, Leshchenko, 2016).

A new pedagogical category has emerged to describe learning activities (formal, non-formal and informal) that are implemented in integrated pedagogical realities, combining real and virtual spaces and exemplifying the interaction of biological and technological components to ensure the quality of learning. The category gained scientific justification after the publication of the collection of scientific works "Digital Humanistic Pedagogy: Practice, Principles, Politics", edited by Brett D. Hirsch.[2]

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[2] Digital Humanities Pedagogy: Practices, Principles and Politics (PDF) Brett D. Hirsch (Ed.) Cambridge: Open Book Publishers, 2012. – 426 p. : http://www.digitalhumanities.org/dhq/vol/8/2/000177/000177.html].

The origins of digital humanistic pedagogy are found in digital humanities (often abbreviated DH – "digital humanities"), an interdisciplinary field of research and educational practices that emerged at the intersection of computer and humanities.[3]

The author's approach to formulating and defining the category of "digital humanistic pedagogy" needs clarification:

- in the digital society, pedagogy must take into account the impact of modern digital technologies on educational processes, which is why the word "digital" is used;
- the main task of pedagogy is the educational development of the personality, which in the nationalistic humanist tradition is based on the philosophical ideas of Skovoroda, V. Sukhomlinsky's pedagogy of heart, I. Zyazyun's pedagogy of benefaction, therefore the word "humanistic" is used accordingly.

The tasks of digital humanistic pedagogy are: creation of integration the humanistic and technological of the educational process components concepts, which determine the ways of using digital technologies in order to improve the quality of learning, give it the properties of democracy, openness, individualization, creativity, interactivity; research and design of educational and cognitive actions that occur as a result of interaction of subjects of the educational process with digital technologies.

The use of digital narratives in education creates the conditions for the implementation of educational research projects in which cognitive activity combines the study of computer science, Ukrainian and foreign languages, mathematics, natural science, various arts, which meets the interests and needs of students and harmonizes their learning.

Designing digital narratives is an important component of teacher training for all units of the continuous pedagogical education system, including inclusive (preschool, elementary, secondary, higher and adult education), regardless of the field of knowledge they will be teaching (natural-mathematical, humanities, arts and technology, etc.) and forms of educational activities (formal and nonformal).

Using digital narratives in inclusive education in Ukraine

Designing digital narratives in the field of inclusive education creates opportunities for the implementation of the therapeutic functions of digital narratives in professional activity, individualization of pedagogical influence, helps to create a favorable environment for the personal expression of the needs of each person, and stimulates the processes of self-knowledge and cognition of the environment.

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[3] Digital Humanities Quarterly (DHQ): http://www.digitalhumanities.org/dhq/vol/10/4/000259/000259.html

If in the foreign educational space the study of the possibilities of using digital narratives in inclusive education began in the 1990s, in Ukraine the first study of theoretical and didactic principles of the use of digital narratives in the education of further teachers of elementary education was carried out by L. Tymchuk (2016). Further development of the idea of the role of digital technologies and, in particular, narratives, in the education of children with special needs was presented in the papers of M. Leshchenko (2017), Y. Nosenko (2018), L. Ruban (2017), L. Tymchuk (2017) and others.

The purpose of the article is to explore the possibilities of using digital narratives in the training of inclusive education professionals to create a blended (using digital technologies) fairy-tale therapeutic reality that positively affects the psychoemotional state of children who have experienced traumatic events.

Theoretical foundations of blended fairy-tale therapeutic reality creation

Most pedagogical approaches to creating digital narratives are about assigning the first role to the narrative, and the second role to the digital technologies that support the narrative process. At the same time, researchers who focus their attention primarily on digital technologies are exploring how they contribute to the development of technological, communication and creative skills of narrative creators.

Among the diversity of digital narratives, digital fantasy narratives, interpreted as the use of digital technologies for reflective narratives of events occurring in fantasy-created imagination reality, occupy a special place.

The use of digital fantasy narratives involves the creation of a special educational and cognitive reality, in which dreams and fantasies, fantastic ideas, fairy tales are realized through digital technologies.

A special attention is given to digital fairy-tale narratives, a storyline of which is based on fairy tales, as opportunities are created to combine fairytale therapy with the therapeutic potential of digital technologies. The sources of such narratives are folk and literary tales, myths, legends, fantastic stories, fantasy films, as well as independently invented stories.

The novelty of the psychological and pedagogical technology of using digital fairytale narratives is to actualize creative skills to fantasize, invent, projecting fairytale events in life's realities.

Creators of a digital narrative have to recall events of their own lives or invent a fantastic story. An event-based story is related to memory development. Tragic events that happen to children often block their memory, which complicates the creation of a story about experiences, often making it impossible to implement narrative therapy.

In order to create a fantastic story, it is important to develop imagination – the basic ability to create virtual reality, in which actions are tested and opportunities are explored, on the basis of which a point of view is generated that enriches the experience of managing behavior. Therefore, imagination is necessary to think about the future and to come up with new life scenarios. "Imagination, – according to Paracelsus, the famous philosopher, alchemist, and physician of the sixteenth century, – is the sun of the human soul … If the power of the imagination is sufficient to enlighten the entire inner world of a person, then his/her imagination is capable of creating". Paracelsus states that "imagination is a tool. Through the power of imagination, the will creates thoughts. Imagination generates action".[4] The development of imagination and fantasy contributes to the formation of ethical thinking.

The use of digital fairytale narratives fulfills an important task of introducing into the inclusive education a figurative philosophical system that highlights the issues of the meaning of life, good and evil, beauty and ugliness, honesty and meanness, love and hate, conscience, hard work, dignity, respect, duty, human-to-human and human-to-nature relations, humanity, and other generally accepted moral and ethical principles.

It is important for educators to understand the peculiarities of pedagogical phenomena when creating and using digital fairytale narratives. Philosophers emphasize that a person has been able, through digital technology, to meet the overriding need of the human spirit, linked to a breakthrough beyond the real, into another world, the virtual. Human consciousness acquires heterogeneity, which combines "everyday reality" with a number of other virtual realities. There are so-called trans real transitions – complete, "when the new reality acquires full ontological status" or incomplete (Voiskunsky, 2006).

The ability to make such transitions, project one reality into another, is a necessary element of creating and using digital fairytale narratives. In this regard, there is an urgent need to explore the possibilities of using digital technologies to enhance the virtual characteristics of psychological and pedagogical reality.

The nature of the psychological and pedagogical reality, especially its impact on the person is characterized by the author's theory of cognitive-communicative field (Leshchenko, 2003). Human interaction in general, including the interaction of pedagogical staff with children with special educational needs, occurs in space and time, so it can be characterized by the category of the cognitive-communicative field.

Each personality, according to V. Vernadsky, is characterized by a "field of own existence", for which rational and irrational elements are inherent (Vernadsky, 1991). Thus, the field of personality is characterized by a combination of the sensual and the rational, the subconscious and the conscious, the heuristic and the

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[4] Hartman F. The Life of Paracelsus and the Essence of His Doctrine, trans. from English M.: ALETEA. 1998. P.18.

hedonistic. It is manifested in the attitude of people to the world, as well as in phenomena that are not amenable to standard logical reasoning: emotions, feelings, experiences, intuitive predictions, special scientific thoughts, inspiration, fantasies, dreams, etc.

If we consider pedagogical activity as a process of energy and material exchange between pedagogical workers and students with special educational needs, it is legitimate to conclude that there is a cognitive-communicative field that arises from the imposition of personal fields of teachers and students.

Let us consider in more detail the process of creating a fairy tale therapeutic reality by a teacher. Through the strain of psychic energy (intelligence, emotions, feelings), the teacher creates an informational image in the form of a fairy tale, which should be conveyed to the students. The information image is conveyed to students through words, facial expressions, gestures, teaching tools, digital technologies used by the teacher. Therefore, the teacher is the creator of a fairy tale image that is conveyed to students through words, actions, digital technologies. Fairy tale images become a source of creation of a fairy-tale therapeutic reality, characterized by a cognitive-communicative field.

Depending on what the product of the teacher's creativity is, it is possible to determine the power and energy characteristics of the cognitive-communicative field. The field can be revealed through the feelings, emotions that all participants of the pedagogical process are experiencing. The higher the intensity of the feelings, the greater the force characteristic of the field. Depending on whether positive (joy, exaltation, creative success, inspiration, love) or negative (fear, humiliation, violence, self-infirmity, fatigue, powerlessness) feelings, we determine the energy potential of the field – positive or negative.

The total energy potential during a psychological-pedagogical interaction consists of the sum of the energy potentials of the fields of each individual, which creates a common energy background. The cognitive-communicative field of maximum positive potential is manifested in a special atmosphere of creative upliftment of teachers and students, when each and all are encompassed by beautiful feelings of catharsis, admiration, joy of discovery and comprehension of previously unknown phenomena of the surrounding and inner world.

In order the fairy tale image would be mastered by children, and the process of its perception provided psychophysical development of a personality, it is necessary to strengthen the influence of the cognitive-communicative field. Digital technology plays a special role in this process. We emphasize that enhancing the effect of the cognitive and communicative field on children, mastering the fairy tale image by them will occur if the channels of perception and processing of information messages are expanded. This is facilitated by the teacher's ability to individualize the process of perceiving information messages based on the application of Howard Gardner's theory of multiple intelligences.

– presence of a special mysterious fabulous atmosphere in which dreams, fantasies are come true, potential and skills are realized;
– process of finding relationships between fairy tale events and life situations;
– decoding fabulous information about the world and the relationships in it;
– transformation of fabulous meanings into reality;
– communication with fairy tale characters;
– possibility of transformation into fantastic images;
– adventures arising from interaction with fairy tale characters;
– action of magical powers, which is always aimed at helping, providing mental protection of the individual;
– safe experimentation with one's own actions, free choice of any decisions, which does not lead to fatal consequences, as it happens in real life;
– expanding the borders of the fairy tale world by coming up with scenarios for the further development of fairy tale events.
– creative development of fairy tale therapeutic reality from local to global levels.

As you can see, the fairy tale therapeutic reality contains, along with the real, virtual elements that create a strong field of gravity, make the process of psychological and pedagogical interaction fascinating and attractive. In this aspect, digital technologies are used to develop imagination, fantasy, creativity, insights into various phenomena, processes and, importantly, to limit the pressure of everyday life, to meet the need in finding the unusual, the hyper real. The educator who uses digital technologies deliberately transfers learning activities into the virtual space.

Technology of the blended (using digital technologies) fairy tale therapeutic reality in preparation of inclusive education specialists

The use of digital fairytale narratives is a psychological and pedagogical technology that creates a therapeutic fantasy reality, the formative principle of which is the inclusion of the individual in fairy tale events, the interaction with fairy tale characters in the mixed (using digital technologies) environment.

The use of digital fairy tales narratives in inclusive education practices is based on the following principles:

– it is difficult for children to tell first-person stories about the terrible events they have experienced, so they avoid autobiographical stories;
– the use of fairy tales makes it possible to project a traumatic experience into a fantastic reality, motivates to create fantasy stories about experienced, safe experimentation with fairy tale events;

– the use of digital fairy tale narratives creates a fairy tale therapeutic reality, characterized by a cognitive-communicative field, the impact of which on students increases the use of digital technologies;
– the choice of digital technologies according to the intellectual profile of the students and combining them with fairy tales expands opportunities of creative expression, integrating verbal, visual, musical, logical, fantasy, individual and group ways of expression.

Based on these principles, training of inclusive education professionals to use digital fairy tale narratives in work with traumatic children requires the formation of the ability to create a fairy tale therapeutic reality using digital technologies.

The technology of creating the blended (using digital technologies) fairy tale therapeutic reality involves teaching students to consistently perform twelve functionally connected stages:

1. Awareness of the professional task in accordance with the individual characteristics of the subjects of psychological-pedagogical interaction, analysis of a particular pedagogical situation.
2. Choice of a high-quality fairy tale.
3. Presentation of a fairy tale.
4. Play a fairy tale as a fantasy activation, imagination to create a new storyline.
5. Design of a digital story using the powerful potential of digital technologies to expand the ways of reproducing a fairy tale in accordance with the unique intellectual profiles of the narrative creators.
6. Technological creation of a digital fairy tale narrative.
7. Presentation of a digital story by demonstrating a digital fairy tale narrative with increasing its impact on the recipients by using the potential of digital technologies.
8. Discussion of the psychological and pedagogical performance of digital fairy tale narrative.
9. Final editing of a digital fairy tale narrative and its storage on digital media.
10. Formation of one's own digital fairy tale narrative portfolio.
11. Dissemination of a digital fairy tale narrative on the global network for exchange of impressions on the solution of psychological and pedagogical problems.
12. Finding and crystallizing ideas for creating new digital fairy tale narratives.

Let us characterize each stage of mastering the technology of creating the blended fairy tale therapeutic reality.

In the first stage, students develop the ability to formulate a professional assignment according to the individual characteristics of the subjects of psychological-pedagogical interaction, to take into account the specific characteristics and general and individual goals of the learning participants, as well as the limitations

and possibilities of a particular pedagogical situation. It is determined the appropriateness of involving other specialists rehabilitation therapists, teaching assistants, doctors), parents in order to help plan activities according to each child's individual educational needs.

In the second stage, students learn how to choose a fairy tale in accordance with the tasks formulated in the first stage. Among the variety of folk, literary, and specially created psychotherapeutic fairy tales, special attention is paid to *Fairy Tales of the School under the Blue Sky* by Vasyl Sukhomlinsky (1990), the prominent Ukrainian teacher, which are a true ally of the development of feelings, benevolence and spirituality of students and can be used in inclusive education. The uniqueness and appropriateness of using these tales lies in the fact that they have high truths about universal values accessible for children. The effectiveness of their influence on students is based on the miraculous property of transforming the ordinary world into an unusual one, in which plants and animals speak in a language that is understandable to people, reveals the mysteries of the universe, the laws of beneficence and a beautiful life. Students are introduced to the method of sequential involvement in the fairy tales of V. Sukhomlinsky, which are conventionally divided into three groups .

The first group includes fairy tales, which bring to students a sense of happiness from living in a colorful, unique world, tolerance in the perception of others who are not like themselves. They are as follows: "Purple Flower", "Let the Nightingale and the Beetle be", "Chrysanthemum and Bulb", "What's Better?", "Beauty, Inspiration, Joy, and Mystery". *The second group* of fairy tales fosters students with a sense of joy from coming a person into the world ("Brother was Born", "Congratulations"), enhances the feeling of uniqueness of each person ("Four Sheets of Golden Paper", "Cradle", "A Singing feather"), teaches to feel and use the magic of words ("Good word", "Abusive word", "Tell a man "Good morning!""), forms the ability to resist evil ("How a girl will see herself", "He hated beauty", "The birth of a selfish person", "He hated the beauty", "No one will kill the song"), causes the students to realize that affirmation of goodness on the earth is the main task of every person ("A Humpback girl", "Who is the best master on the earth", "The Happiest Man on the Earth"). *The third group* of fairy tales teaches students to perceive the meaning of life as a benefaction through thought, desire, word, work for the joy of others, teaches them to live according to the laws of good and beauty ("Grandpa and Death", "Four Beams Necklace", "Natalie Strawberries", "Smile", "Sparkling tops and rocky path", "Legend of the Golden Seed of Truth")[5].

After studying the potentials of V. Sukhomlinsky's tales, students are introduced to the therapeutic potential of fairy tales of the world's recognized masters of the fantasy genre (Charles Perrault, Brothers Grimm, Hans Christian Andersen,

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[5] Sukhomlinsky V. Fairy Tales of the School under the Blue Sky. – Kyiv. – 1990.

Astrid Lindgren), as well as Ukrainian writers for children, including Oksana Ivanenko, the author of psychotherapeutic tales "The Wonderful Flower", "Three Wishes", "Big Eyes" about the strange doctor who treated "liars, cowards, babblers, lazybones, envy people and etc., who interfere with living for themselves and others" (Ivanenko, 1984). It should be noted that during this stage students usually carried out the group projects, the results of which were made in the form of presentations that justified the choice of a fairy tale, based on its therapeutic capabilities.

The third stage is devoted to mastering the ways of presenting fairy tales to children. The task the students worked on was to present the text of a fairy tale with their own voice, to render the text using illustrations, to mimic the fairy tale events, to combine the text with the musical accompaniment. The use of digital technologies to support the story made it possible to enhance the processes of motivation, activation of perception of a fairy tale, increased its attractiveness.

Inf the fourth stage, students acquire strategies for playing a fairy tale to activate fantasy, imagination in order to create a new storyline based on the fairy tale presented in the third stage.

Playing a fairy tale creates the conditions for identifying the potential of each child in one or more areas. The wider and richer the range of activities offered to children, the greater the likelihood that they will necessarily be involved in those that meet their natural inclinations and abilities. At the same time, children learn to solve such problems that meet individual (improve fine motor skills, focus, learn to think positively, express emotions and feelings) and general (learn to treat other children positively, help those in need, express joy for the success of others) needs and tasks.

Students model the behavior of children who are involved in various types of artistic activities, among which the dramatic one takes a special place. It allows them to transform, imagine themselves as fairy tale characters, deeply experience fairy tale events, acquire at the level of the subconscious important life experience, and form their moral-ethical beliefs. It should be emphasized that the basis of pedagogical approach to the organization of students' creative activity is based on the thesis of L. Vygotsky about the dominant of the creative process over its results, that is, children's creativity is not a subject to assessment by professional criteria (Vygotsky, 1967).

The main thing is that each student participate in dramatic activities, have an opportunity to express his/her own attitude to the information obtained through various expressive means, learn to form and express personal opinions, and transfer the experience gained in the realities of his/her life.

We emphasize that in this stage special attention is paid to the development of creative thinking, forming the ability to find solutions in non-standard situations, transforming the acquired experience from one sphere into another, stimulating the ability of the personality to cognition.

Creating a new storyline based on the story presented contributed to the following tasks:

– tell the same story on behalf of different characters;
– illustrate a fairy tale independently, and draw pictures of characters;
– interview the main character of the fairy tale (other characters) for newspaper publication;
– come up with different options for the ending of a fairy tale;
– describe the situation that would occur if the positive characters turn negative and vice versa.

As a result of playing a fairy tale, students have different variants of a new one, on the basis of which digital fairy tale narratives are created.

In the fifth stage, students learn how to design a digital fairy tale narrative using digital technologies to expand the ways of reproducing a fairy tale story. Creating a detailed diagram of a digital fairy tale narrative involves sequential schematization of images. Schematization allows students to organize images and text, and combine them in order to gain a wider vision of what will be created in the end. At this stage, a fairy tale scene is visualized, and it is decided how the digital fairy tale narrative scenario can be divided into separate parts with or without the addition of images, music, audio and video. The schematics result (visual image, detailed description) can be created on a computer by using the following Microsoft programs: Microsoft Word, Microsoft PowerPoint.

In the sixth stage, a digital fairy tale narrative is created using digital technologies to enhance students' creative potential. In this regard, external media elements such as numerous music clips, audio or video interviews of other people, as well as snippets of video clips downloaded, filmed, or created using special software.

Among the variety of software applications that have been used in the process of technological creation of digital narratives are specially designed for story support – MS Photo Story, as well as general-purpose programs that are integrated into story projects: MS PowerPoint, MS Movie Maker, Audacity, etc. Recently, mobile technologies have also been used to create digital narratives. Students have used free and open software. After analyzing the available applications, the following free software applications have been used: Open Office Writer; Audacity, Art Weaver, GIMP, Adobe Photoshop; MS Movie Maker and others.

In the seventh and eighth stages, a digital fairy tale narrative is presented, followed by a discussion of its psychological and pedagogical effectiveness. Students take turns presenting their digital fairy tale narratives and self-assessing the quality of the digital product.

Discussion and evaluation of digital fairy tale narratives can address the following issues: the clarity of the storyline, the effectiveness of combining the storyline with various multimedia (video, audio, background music, images), the presence of

slides that enhance students' activity in physical and virtual (created with the help of digital technologies) spaces, the impact of multimedia tools on the creation of fairy tale therapeutic reality.

Students-participants of the discussion are directed to formulate their own opinions in a positive way, noting the efforts of the creators to create a digital narrative. At the same time, constructive feedbacks are made to improve the digital narrative. Reflective reactions can be of the following content: "I think your scenario is well written, but it seems to me that during your story it would be advisable to stick to a single time of events: past or present, since mixing time periods does not contribute to a logical awareness of events, which you are talking about". These examples demonstrate how constructive, ancillary reflection can be given to others. It should be remembered that if the recipients don't understand the content of digital narratives, you should politely ask the author to explain it. Discussions should take place in a positive atmosphere and be helpful.

In the ninth stage, students make the final editing of the digital fairy tale narrative, as the discussion may result in minor changes to the digital product (reducing background music, changing image zoom effects, etc.). and store it on digital media. The final file containing the final version of the digital fairy tale narrative should be stored in a separate folder. You can also save a digital fairy tale narrative on a USB flash drive, CD-ROM, or website.

In the tenth stage of forming their own digital fairy tale narrative portfolio, students are aiming to store all their digital fairy tale narratives. Thus, each student creates a unique collection of digital therapies that can be used in practice to support children with special educational needs. The presence of personal portfolios makes it possible to monitor the development of students' psychological, pedagogical, creative and technological skills.

In the eleventh stage, students are given the opportunity to post a digital fairy tale narrative on the Internet to share their impressions of solving psychological and pedagogical problems. Communication on the Internet also contributes to the enrichment of students' communicative, technological and creative competences, enabling them to develop global thinking in the aspect of digital fairy tale therapy.

In the twelfth stage, students acquire the ability to find and crystallize ideas for creating new digital fairy tales.

Organized in a constructive and positive way, a discussion, a thoughtful evaluation of the creative process and its result stimulates the emergence of new creative ideas about fairy tales, their design into realities of life.

Another aspect of finding out students' creative potential is mastering new technological skills to accomplish professional tasks. The acquired level of technological skills encourages students to master new software and use the latest digital technologies. For example, finding and downloading images from the Internet for their use in digital fairy tale narratives may not always satisfy the needs of digital

product creators. It is advisable to encourage students to create their own photos, microfilms using a digital camera, scan images from books, newspapers, magazines, create charts, graphs, and tables. An important principle of creating a mixed fairy tale reality in the professional training of inclusive education professionals is the use of free accessible technologies developed for educational practices, as well as special programs for creating digital narratives for children with special needs.

New students' ideas may be about creating integrated digital fairy tale narratives (combining text, audio and video media), or mono (using only one media medium) and binary (combining two media: text and video; audio and video, etc.) digital products.

The emergence of new digital fairy tale narratives may result from the decision to create a new digital narrative in a group or independently, which creates special conditions for the realization of creative ideas.

The experimental study, conducted during 2019–2020 at Taras Shevchenko National University of Kyiv, testified to the effectiveness of the technology of the mixed fairy tale therapeutic reality creation in the preparation of future psychologists and social educators of inclusive education. This confirmed the increased levels of students' creative and technological skills. Note that the results of the study are consistent with the data of the Swiss scientists' report after the completion of the international research project (Botturi, Bramani, Corbino, 2014).

Conclusions

The basis for the training of inclusive education professionals is the provision on the feasibility of forming the skills to create a training and therapeutic environment based on the principles of non-discrimination, effective involvement and inclusion of all its participants in the educational process.

The use of digital narratives in the training of inclusive education professionals enables them to form the ability to provide children with assistance that combines the potential of narrative therapy and digital technology.

The digital narratives are particularly noteworthy, whose storyline is based on fairy tales (folk and literary tales, as well as self-invented stories), as they give opportunities to combine fairy tale therapy with the therapeutic potential of digital technologies.

The novelty of the psychological and pedagogical technology of using digital fairy tale narratives is to actualize creative skills to fantasize, invent, and project fairy tale events in life's realities.

The pedagogical reality, which combines the material and the virtual environment, creates the conditions for the spiritual and creative development of children and educators.

The theoretical foundations of the use of digital fairy tale narratives in inclusive education practices integrate the following:

– the use of digital fairy tale narratives creates a fairy-tale therapeutic reality, characterized by a cognitive-communicative field, the impact of which on children enhances the use of digital technologies;

– the use of fairy tales during psycho-pedagogical interaction allows to gradually overcome in children the barriers of fear, to tell autobiographical stories about the terrible events that they have experienced;

– the choice of digital technologies according to the intellectual profiles of educators and children based on the application of multiple intelligences theory expands the possible ways of creative expression, integrating verbal, visual, musical, logical, fantasy, individual and group ways of expression;

– the projection of traumatic expertise on fairy tales motivates children to create fantasy stories about experiences, safe experimentation with fairy-tale events, contributes to the disappearance of phobias.

Training inclusive education professionals to use digital fairy tale narratives in dealing with traumatic children requires the formation of the ability to create a mixed (using digital technology) fairy tale reality.

Mastering the technology of creating a fairy tale therapeutic reality ensures the development of students' cognitive, creative, communicative, technological skills, which is confirmed by the results of experimental studies.

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Digital narratives in training inclusive education professionals in Ukraine

Abstract

In this article authors show, how in the difficult conditions of modern Ukrainian society (social tensions resulting from Russia's 2014 military conflict, which continues for six years), training of inclusive education professionals capable of providing effective assistance to students with special educational needs. Among these individuals, special attention is given to children with disorders resulting from the occurrence of one or more

psycho-traumatic events, such as, hostilities, acts of terrorism, serious physical injury, death or witnessing other's death. The concept of training inclusive education specialists in accordance with the updated Law of Ukraine "On Education" is based on the feasibility of forming the ability to create training and therapeutic environment based on the principles of non-discrimination, taking into account the diversity of a person, effective involvement and inclusion in the educational process of all its participants. The authors express the view, that use of digital narratives has considerable potential to deliver effective inclusive education. Children in need of support often have communication problems (lack of concentration on personal feelings and thoughts, inability to express them correctly, effectively control non-verbal communication) with both peers and adults. Digital narratives that combine personal expression, communication, teamwork and technology have great potential to address these issues. The use of digital narratives in the training of inclusive education professionals enables them to form the ability to provide assistance to children, which combines the potential of narrative therapy and digital technologies. Authors show training inclusive education professionals to use digital fairy tale narratives in dealing with traumatic children requires the formation of the ability to create a mixed (using digital technology) fairy tale reality.

Keywords: inclusive education in Ukraine, training of professionals, digital narratives, digital fairy-tale narratives, blended fairytale-therapeutic reality

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Inclusive education
Unity in diversity

How easy it would be to live in the world if people would be good to each other, that they would have this active goodness. Therefore, those who feel deeply what this would be for the world, try to educate and develop goodness in man. (...). It is important that every teacher, as much as he can and how he manages, brings up active goodness in man.

Maria Grzegorzewska *Listy do Młodego Nauczyciela* (*Letters to the Young Teacher*). Wydawnictwo Akademii Pedagogiki Specjalnej, 2002, 1, p. 44.

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Robert L. Schalock, PhD, is professor emeritus at Hastings College (Nebraska), where he chaired the Psychology Department and directed the Cognitive Behavior Lab from 1967 to 2000. Since 1972, his work has focused on the development and evaluation of community-based programs for people with disabilities and the key role that the concept of quality of life plays in the planning and delivering of individualized services and supports. Robert Schalock has published widely in the areas of

personal and program outcomes, the supports paradigm, adaptive behavior, clinical judgment, and quality of life. He is a past president (1997–1998) and fellow of the American Association on Intellectual and Developmental Disabilities (AAIDD) and chaired the AAIDD Terminology and Classification committee that issued its most recent manual on diagnosis, classification, and systems of supports. He is also coauthor of the AAIDD Supports Intensity Scale and the Diagnostic Adaptive Behavior Scale. Professor Schalock is a frequent speaker at national and international conferences and has assisted a number of countries in their efforts to develop community-based programs for people with intellectual and closely related developmental disabilities within the context of the supports paradigm, the quality-of-life construct, and outcomes-based evaluation.

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Tatiana Skrypnyk graduated in 1992 from Institute of Practical Psychology and Social Work «Psychogenesis» with a specialty in a psychology and started working as a researcher in the Institute of Special Pedagogy of the National Academy of Sciences of Ukraine. In 2004 Skrypnyk finished a PhD. In 2010 she also defended her doctoral theses on the topic "A system-phenomenological approach to the diagnosis and development of children with autism" and began to work as the Head of the Department of Education and Development of Children with Autism in the Institute of Special Pedagogy of the National Academy of Sciences of Ukraine. Skrypnyk has been working as a Professor of the Chair of Special and Inclusive Education at the Institute of Human Sciences of Borys Grinchenko Kyiv University since 2016 till now. She is the author of numerous research guides, most important of which are "The Phenomenology of Autism", "Children with Autism in Inclusion: Success Scenarios," "Intervention Program "Synergy: Formation of Basic Pre-Reference Learning and Development for Children with Autism". Skrypnyk is the chair of the NGO "Systematic support for children with autism «The Little Prince" since 2008 till now.

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Natalia Sofiy graduated from National Pedagogical University with a specialty in 'Teacher of Sciences'. After university, Sofiy worked as a teacher of biology. In 1994, Sofiy started working at the International Renaissance Foundation at the Step by Step Program as a Master Teacher Trainer. In 1999, Sofiy became a director of the Ukrainian Step by Step Foundation, a nongovernmental organisation and national member of International Step by Step Association (www.issa.nl). Sofiy worked as an international consultant for the Open Society Foundation and provided consultancy work in Azerbaijan, Tajikistan, Bhutan and Liberia. In 2017, Sofiy finished a PhD and started to work at Borys Grinchenko Kyiv University, delivering the courses within the discipline of inclusive pedagogy. In 2019, Sofiy started to work as a deputy director of the Ukrainian Institute of Education Development, which was established by the Ministry of Education and Science to support the educational reforms in the country at the level of pre-school, primary, secondary and vocational education. Inclusive education is one of the main priorities of the current reforms in education.

Deborah Taub (https://orcid.org/0000-0002-4575-1540)

Debbie Taub, PhD, conducts research, training, and technical assistance around ensuring equitable opportunities to learn for all students, including those with significant and complex needs. This work includes a focus on implementing principles of Universal Design for Learning (UDL), co-teaching, making standards-based instruction accessible and supporting communication needs at the school, district, state and national levels. Dr. Taub has provided technical and professional development and coaching for states, territories, and other entities working to develop and sustain systemic change for best practice. She has designed, implemented and evaluated alternate assessments for students with significant cognitive disabilities, developed standards-based curricula and instruction, and conducted validity and alignment evaluations. Currently, Dr. Taub works with several collaborators on projects to support universally designed and accessible standards-based instruction for all students, including those with the most extensive support needs. She is also working with Project TIES as a technical assistance specialist on moving students with significant cognitive disabilities to more inclusive contexts. Dr. Taub has contributed journal articles, book chapters, and numerous professional development trainings to the field of educating children, especially those who have significant cognitive disabilities, and has presented internationally on working with students with disabilities.

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The scientific interest of L.I. Tymchuk is focused on the implementation of innovative teaching technologies in formal and non-formal education, in particular the use of digital narratives in the educational process of higher education institutions. Professional interests also include the development of inclusive education in Ukraine. L.I. Tymchuk is the author of 62 scientific publications, which include 1 monograph, 4 monographs in co-authorship with other scholars, manuals and other scientific and methodological works.

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Michael L. Wehmeyer, Ph.D, is the Ross and Marianna Beach Distinguished Professor in Special Education and Chairperson, Department of Special Education as well as Director and Senior Scientist, at the Beach Center on Disability, all at the University of Kansas. Dr. Wehmeyer has received funding from multiple federal agencies to conduct research and model development activities and personnel and leadership preparation activities pertaining to the education and support of youth and adults with intellectual and developmental disabilities. He is the author or co-author of over 425 peer-reviewed journal articles or book chapters and has authored, co-authored, edited, or co-edited 42 books on disability and education related issues, including issues pertaining to self-determination, positive psychology and disability, transition to adulthood, the education and inclusion of students with extensive support needs, and technology use by people with cognitive disabilities. Micheal Wehmeyer specializes in self-determination, the application of positive psychology to the disability context, the education of students with intellectual and developmental disabilities, and technology use and access for people with intellectual disability.

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Gabrielle Wilcox earned a BSE in English Education and an MS in School Psychology at Millersville University. She practiced as a school psychologist for eight years, primarily serving students with intellectual disabilities or severe emotional/ behavioral

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Alicja Zarin has been the Dean of the Pedagogical Faculty for many years in The Herzen State Pedagogical University of Russia; Professor at the Department of Education of People with Intellectual Disability. She is interested in the diagnosis and support of children with intellectual disabilities in pre-school and early-school age.

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Tatiana Zhuk is a primary school teacher of the 1 qualification category, special teacher of the highest qualification category. Teacher-practitioner, executive director. Works in the system of special education since 2004. A sphere of her professional activity includes coordination of functioning of the system of special and inclusive education in the Brest region. Head of the Council of Directors of Special Educational Institutions of the Republic of Belarus. An organizer of 5 International Conferences for Special Education Teachers in Brest. A participant of 7 International Conferences for Special Teachers in Moscow, 4 conferences in Hungary (within the framework of cooperation with the Hungary Special Teachers Association), International Conference in Baku (Azerbaijan). She interned in SUVAG clinic in Zagreb (Croatia) on rehabilitation of children after cochlear implantation. A graduate of the Community Connections USAID 2017 Cultural Exchange Program "Inclusive Education in School" (Maryland, USA). Coordinator on the Belarus side for Polish and Belarus education project "From Education to Integration". Director of the "Inclusion in Art – Art in Inclusion" project. An organizer of the Annual Regional Inclusive Festival "Together We Can Do More". An expert of the International Inclusive Community Development Programme. A member of the International Association for Community Development (IACD).