

EDSP300: Educating students in inclusive environments.

Overview of unit:

This unit deals with the challenges of inclusive education. It covers the legal and ethical responsibilities of educators to ensure inclusivity and the various methods that can be used to create an inclusive environment. Additionally, the unit covers teachers and student attitudes towards inclusivity.

The unit comprises 8 topics.

Topic One Part One: Introduction to rationale for Inclusive Education.

Topic One Part Two: Rational for inclusive Education.

Topic Two: Legislation, Policy and Inclusive Education

Topics Three and Four: Curriculum, Teaching and Learning Adaptions.

Topic Five: Behavioural Challenges and Inclusive Education

Topic Six: Attributions for Learning

Topic Seven: Social and Interpersonal Development

Topic Eight: Teacher Attitudes to Inclusion.

Assessment:

Consists of two open book online quizzes and a written essay.

The first quiz is 10 multiple choice and ten short answer questions

The second quiz is 20 multiple choice questions.

The Essay is approx. 2200 words.

N.B these requirements may change in future unit delivery.

Overview of Content:

Topic One Part One and two: Introduction to rationale for Inclusive Education and Rationale for inclusive education.

This topic consists of two parts. It covers the general philosophical questions and pedagogical methods for inclusive education. It covers the effects of mainstreaming students with additional learning needs on students without additional needs. It also covers the use of "labelling" on students: For example, when a child is labelled as having a learning difficulty, how does that affect the child and future teacher perceptions of that child's ability. This labelling is discussed in detail and its importance as the categorization of students becomes more prevalent with school funding and support programs.

The topic also looks at integration vs inclusion.

Integration: means students with additional needs are placed in mainstream classrooms **and the student is expected to adjust to the environment.**

Inclusion: means students with additional needs are placed in mainstream classrooms **and the environment and pedagogy are manipulated to facilitate the student.**

Summary of readings topic 1:

Snow, K. (2003). [*To ensure inclusion, freedom, and respect for all it is time to embrace people first Language.*](#)

- Is there a universal definition of disability: No. A disability descriptor is a medical diagnosis that acts as a passport to services or legal status
- **The difference between the right word and the almost right word is the difference between lightning and the lightning bug. – Mark Twain.**
- Contrary to conventional wisdom, individuals with disabilities are not; *People who suffer with, struggle to overcome or victims who fight to overcome their disability. Nor are they the labels, autistic, blind, deaf. Etc. We do not say someone who has cancer is cancerous, so we should not say someone is autistic; they are: X who identifies on the Autism spectrum.*
- Words and labels are powerful. When diagnosing and labelling people we can apply a barrier to their future learning. Future teachers must be careful not to assume a student's potential due to a label such as autism.
- **Inaccurate Descriptors:** The term handicapped is archaic and derived from the old English game "hand in cup" where the loser of the game was left with a cup in their hand and was at a disadvantage. Disabled is also not appropriate. "My child has special needs" generates pity and is not appropriate. *A person simple 'has' a condition.*
- It is essential to use **people first language**. For instance: He is a downey (wrong), He has a diagnoses of down syndrome (correct).