

## TEP248: Key Competencies in Inclusive Education

Note: Lectures did not begin until week 3 due to professional experience. All reading notes have been integrated into the weekly notes. Week 13 is not included as it solely focused on the exam.

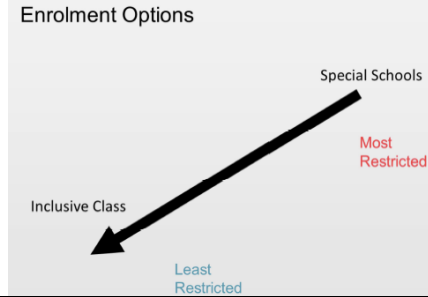
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**WEEK 3****OVERVIEW OF TEP248**

- 2 modules:
  - o Inclusion and diversity
  - o Establishing inclusive classrooms and curriculum

**HISTORY OF SPECIAL EDUCATION AND INCLUSION**

<b>Pre 1800</b>	Those with a disability were thought of being possessed by the devil. Their 'defect' and uncleanness were linked to sin.
<b>1800-1900</b>	<ul style="list-style-type: none"> <li>- 1860's – earliest Australian schools for those who were deaf or blind. 11 schools by 1940.</li> <li>- Severe disability was an embarrassment               <ul style="list-style-type: none"> <li>o Kept away from general public. Rarely allowed to be seen.</li> <li>o Children often abandoned and neglected.</li> <li>o Seen as uneducable – couldn't be educated.</li> </ul> </li> <li>- Louis Braille 1809-1852</li> <li>- During the 1800's communication systems were developed to educate and rehabilitate people with sensory disabilities.</li> <li>- By the mid-1800's beliefs that students were educable emerged in Australia.</li> </ul> <p><i>Key educational ideas emerging in this era</i></p> <ul style="list-style-type: none"> <li>- Individualised instruction</li> <li>- A carefully sequenced series of educatable tasks</li> <li>- Emphasis on stimulation and awakening of the senses</li> <li>- Meticulous arrangement of the child's environment</li> <li>- Immediate reward for correct performance</li> <li>- Tutoring functional skills</li> <li>- Belief that every child should be educated to the greatest extent possible.</li> </ul>
<b>1900→</b>	<ul style="list-style-type: none"> <li>- People with intellectual impairments were the focus of attention during the early 1900's because of the emergence of intelligence testing.</li> <li>- 1901 – Australian federation</li> <li>- 1920's – other schools for specific purposes (SSP) schools were established</li> <li>- 1920's – hospital schools (physical disability)</li> <li>- 1960/70's – 1800 SSP schools in Australia</li> <li>- 1964 – NDS recommended integration of children with disabilities into regular schools</li> <li>- 1980 – all states encouraged educating children with disabilities within regular schools</li> <li>- 1990's – the inclusion movement emerged – locally and on a global scale</li> <li>- 1994 – Salamanca agreement – integration and education for all.</li> </ul>

	<ul style="list-style-type: none"> <li>Education – a fundamental human right for all children (UN)</li> </ul> <p>DON'T NEED TO REMEMBER THE EXACT NUMBER OF DATES OR THE YEAR FOR EXAM/QUIZ.</p> 
<b>2008</b>	<ul style="list-style-type: none"> <li>Melbourne declaration on educational goals for young Australians             <ul style="list-style-type: none"> <li>Promotes equity and excellence.</li> </ul> </li> </ul>

- References of social exclusion based on disability are embedded in early biblical traditions.
- Exclusion → segregation → integration → inclusion → diversity → inclusivity

## SEGREGATION, INTEGRATION AND INCLUSION

- **Segregation:**
  - Students being placed into separate schools or units.
- **Integration:**
  - Students being placed into mainstream schools on the proviso that they can fit into the current structure (pre-condition for inclusion)
- **Inclusion:**
  - Students placed into mainstream schools with all barriers removed for full participation.

## WHO IS SPECIAL?

### DEFINITION OF TERMS

#### 1. Impairment:

- Irregularity in the way organs or systems function.
- E.g. deafness, short-sightedness, etc.

#### 2. Disability:

- The functional consequences of the impairment.
- How it affects the persons functioning
- E.g. due to a vision impairment a person may not be able to see further than 2 meters.

#### 3. Handicap:

- The social or environmental consequence of a disability.
- The environment and society are handicapping the person.
- E.g. inability to access TV news because of deafness.
- E.g. inability to enter the lecture theatre due to steps.

**LEARNERS WITH SPECIAL EDUCATIONAL NEEDS**

- Who are we talking about?
- Myths about teaching students with special educational needs:
  - o A detailed knowledge of the child's disability is needed before a teaching program can be commenced.

**LANGUAGE USE AND TERMINOLOGY**

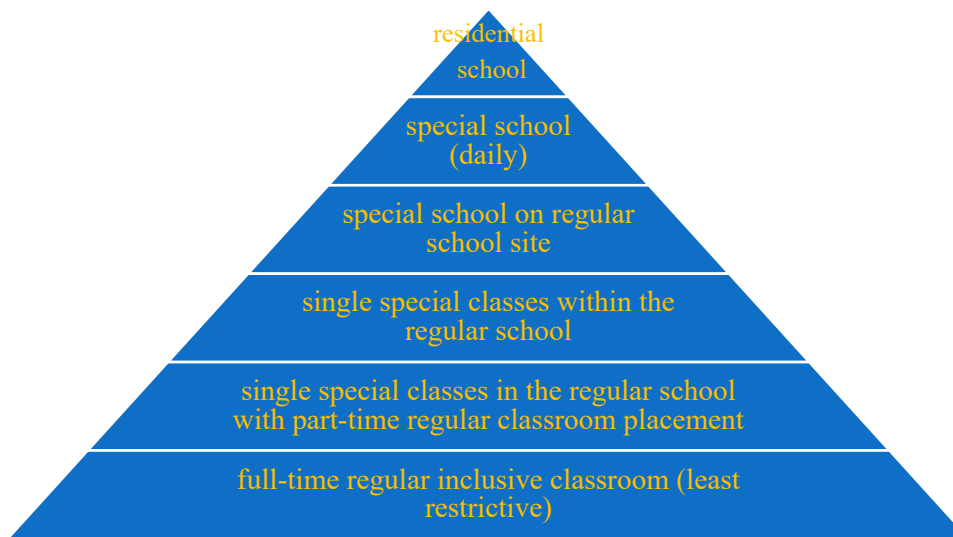
- Pros
  - o Funding and admin purposes
  - o Effective communication between professionals
  - o Establish eligibility for support services
  - o Heighten the visibility of unique needs
  - o Label for census purposes – linked to service provisions
  - o Advocacy groups – to support students and families
- Cons
  - o Stigmatising and may lead to stereotyping – link to segregation
  - o Focus on limitations not abilities and strengths
    - Can function as a self-fulfilling prophecy
  - o Contributes to lowered SE
  - o Used as an excuse for insufficient teaching and learning provision
    - Excuse for poor performance
  - o Reduce opportunities within school and community
  - o Labels are forever.

**THE USE OF LANGUAGE**

Avoid expressions such as...	Use...
A cerebral palsy sufferer	A person with cerebral palsy
Epileptics	
The handicapped	
His handicap is...	
The disabled	
The blind	A person with a visual impairment
Autistic children	A child with autism
A deaf woman	
Mental retardation	
The retarded	
The intellectually disabled	A person with an intellectual disability
He is crippled	
He suffers from spina bifida	
She is wheelchair-bound	A person who uses a wheelchair
	(Foreman & Arthur-Kelly, 2014, p. 24-25)

- Person first and disability second, if you even need to mention the disability.
- Avoid derogatory terms.

## INCLUSION TODAY



- The social aspects are often as important as academic aspects.
- Successful inclusion requires commitment from various stakeholders
- \*\*A philosophy that embraces the value of all individuals, gives equal access and opportunity to all, and removes any discrimination and all barriers.
  - o Embrace everybody irrespective of any attributes may be perceived as different; remove all challenges.
  - o Embracing the idea of diversity as normality.

## INTEGRATION

- Inclusion goes beyond this – fitting students into regular schools and classes
- **Locational integration** – where special education units are on the same site as mainstream schools.
- **Social integration** – where students who attend the special education units socialise with all of the other students during out-of-class time
  - o Play time, lunch time and assembly.
- **Functional integration** – where there is a joint participation in educational settings and programs. This will require careful planning of classes and individual teach programs so that it caters for all students.

## CHARACTERISTICS OF INCLUSION

- Attitudes:
  - o The rights of people with disabilities
  - o Changing educational institutions.