

Dilemmas of Difference, Inclusion and Disability



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Education systems in developed countries have come to prioritise the raising of standards, while also pursuing some degree of social inclusion and inclusive schooling. However, these policies represent different and often conflicting values and approaches to education. Central to these moves has been the specific thrust to include more students with disabilities and special educational needs within general rather than specialist education. The basic dilemma is whether to recognise or not to recognise differences because either way there are negative implications associated with stigma, devaluation, rejection or denial of relevant opportunities. The dilemmas of difference relevant to children with disabilities are about: identification which explains whether to identify and how or not; curriculum which includes how much of a common curriculum is relevant to them; and, placement which describes to what extent they learn in ordinary/general schools and classes or not. "Dilemmas of Difference, Inclusion and Disability" integrates recent empirical research and includes an international case study that examines the perspectives of education practitioners

and policy makers in specific school systems in the UK, USA and the Netherlands.

作者介绍:

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