The Current State of Inclusive Education: Contradictions & Concerns

A. Choose the words from the box that fit each blank. There are some words that YOU DO NOT NEED TO USE.

social justice ideals	**definitions**	**various outcomes**	**special education**
social impact	**medical models**	**diverse origins**	**inclusion**
serious implications	**complexities**	**policy and practice**	**diversity**

Observing the current state of inclusive education reveals a disconnect between its (1) _____ and actual implementation. Inclusive education often ends up being synonymous with (2) _____, perpetuating norms of normality and the dominance of (3) _____. The initial high hopes of the 1990s have given way to a lack of critical engagement with the challenges in education. The chapter explores the (4) _____ surrounding the inclusive education movement under four main themes:

- The (5) _____ of inclusive education
- The challenge of defining (6) _____
- Different approaches to realizing inclusive education in (7) _____
- The (8) _____ of inclusion

B. Write ONE WORD ONLY in each blank. Complete the paragraph.

Origins of Inclusion

The push for inclusion in the mid-1980s stemmed from different groups critiquing the restrictions imposed by existing (1) _____ and integration models. These critiques challenged assumptions about educational access based on (2) _____. The Social Model of disability influenced these discussions, highlighting how societal (3) _____ can either disable or enable individuals. The movement critiqued the exclusionary nature of special education, emphasizing the importance of (4) _____ barriers rather than fitting individuals into existing (5) _____.

C. Decide if the following statements are TRUE, FALSE or NOT GIVEN.

Defining Inclusion

1. 'Inclusion' has turned into the new concept to refer to special education. _____

2. Well-founded research has led to an expanding literature on inclusive practices. _____

Activities based on Armstrong, A., Armstrong, D., & Spandagou, I. (2010) Inclusive Education – International Policy & Practice. SAGE. USA
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3. It is still difficult to perceive substantial systematic changes in inclusive education. _____

4. There are radical viewpoints that have provided 'fragmented' definitions of inclusion. _____

5. Similar interpretations of inclusion lead to related pathways for achieving it, from fundamental educational reforms to more incremental adjustments. _____

D. Choose the right answer.

Realizing Inclusion

The concept of inclusion is multifaceted, raising questions about who it includes, the purpose of inclusion, and how it can be achieved. Different perspectives on inclusion exist, each influencing how inclusive practices are understood and implemented.

Different Perspectives on Inclusion

(1) _____: This view allows for placements in special schools, units, or classes while balancing the rights of different groups. Special education is seen as a mechanism for advancing inclusion by granting participation rights, as long as it does not harm the majority's rights.

(2) _____: Schools are viewed as establishments capable of driving inclusive change. Inclusive schools aim to serve diverse student populations while improving the achievements of all students. However, physical separation between mainstream and special units persists in some cases.

(3) _____: Advocated by Ainscow, Booth, and Dyson, this approach emphasizes inclusive values such as equity, participation, and respect for diversity. Overcoming barriers to participation and learning requires specific actions within each school.

(4) _____: Some see inclusion as a struggle, especially challenging in disadvantaged communities. Leadership for inclusion demands moral values of social inclusion, acknowledging the structural constraints within schools.

(5) _____: Inclusion is regarded as a continuous struggle for participation rather than a fixed outcome. Teachers engage in an ongoing, contested process toward inclusion rather than pursuing a predetermined goal.

E. Based on the text, organize the following paragraphs in order.

Outcomes of Inclusion

The broader the definition of inclusion, the harder it becomes to measure its effectiveness. While some definitions focus on outcomes for specific groups of students with special needs, others look at inclusion for all students and school

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members, making it challenging to separate the outcomes of inclusion from broader educational goals.

Other definitions of inclusion may focus on student, teacher, and school-level measures rather than comparison with special education provision. Various case studies exist to explore how inclusion is defined and implemented in different educational settings.

The discussion on inclusion brings attention to the complexity surrounding the outcomes of inclusion, as there is no consensus on what inclusion truly means or how it can be achieved. This leads to challenges in determining what the outcomes of inclusion should be and how they can be measured. Depending on the definition of inclusion used, different outcomes and measures may be considered relevant.

It is crucial to monitor the consequences of implementing inclusive education policies rigorously. Evaluating the effectiveness of inclusion is important, but it is equally essential to understand how inclusion impacts the balance of costs and benefits for individuals, groups, and society's needs and well-being.

For some definitions that view inclusion as an alternative to special education provision, the measure of success could be better educational and social outcomes for students with special needs within inclusive settings compared to separate special education systems. However, research in this area faces methodological and ethical challenges, limiting the ability to compare outcomes effectively.

The outcomes of inclusion are multifaceted and challenging to measure, requiring careful consideration of diverse perspectives and contexts to assess the true impact of inclusive practices.

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