Term Project
15 points

Inclusive Education - Perceptions of Learning Facilitators
of Children With Special Needs

Inkluderande utbildning – uppfattningar av specialpedagoger som
underlättar lärandet för elever med särskilda behov.

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Preface
When little Mary was born in my extended family 40 years ago, none of us imagined that this beautiful child would not be able function beyond learning to count up to ten. Special teachers were not a rule in Indian schools, nor were resource rooms for children with special needs. Mary and a few privileged other children with special needs, studied in a progressive school with a resource room, integrated with the students in the general classroom during physical education, art, home-economics, music and craft lessons. Under the tutelage of Ms Nirula, with a master’s degree in special education from Syracuse, Mary flourished. She learnt to shop and count money change, clock time, wash cloths, sew, and brew tea, coffee, make sandwiches and salads, speak English with correct grammar and other valuable everyday skills. No one could see any difference at first glance, except when an untimely giggle escaped her. After schooling she was absorbed in her own school as an assistant to the preschool teacher. This was indeed a success story!!

During my VFT period at the Teachers College in the University College of Malmö, Sweden, I encountered special education program for children with special needs in a large Lund school. I saw large number of children in special-schools being integrated (mainstreamed) with the general school programs, participating in the Lucia procession, and playing football with their class mates in the general school. By then I has read Därför Inkludering by Birgitta Andersson and Lena Thorsson (2007) and had worked fleetingly in a small (Montessori) school in Lund where they actually practiced inclusive education. With this as my background, I decided to examine the concept of inclusive education and its various manifestations in a Swedish school.

I am grateful to Anna Henningsson-Yousif, my supervisor, for her support during the conceptualization and actualization of this text. My thanks to the principal administrator of the municipality school resource center who oriented me to the educational activities arranged by the municipality to support children with special needs. To the two principals of the school in which I conducted this study, I owe thanks for allowing me to intrude into a well-functioning school in this municipality. My thanks to the respondents who generously contributed their valuable opinions regarding segregated, integrated and inclusive-education.
Abstract

This essay is my term paper submitted in partial fulfillment of my Swedish teaching degree (90hp) in the ULV project. It is an attempt to understand the concept of inclusion and the degree to which it is being practiced in Swedish municipality schools. World Declaration on Education for All was followed by the political acceptance of “one school for all” in educational system and debates in Sweden. This was a clear expression of the democratic ambition to create an inclusive school where every student had a right to equal and comparable education. Yet the history of special education has shown that the goal to implement inclusive education has been difficult to achieve. The ideology of inclusive education is in conflict with the ground realities and the interests and values of the individuals involved in schooling children which has led to a compromise where “one school for all” has resulted in the persistence of the traditional paradigm where segregated schooling and integration has been seen as the appropriate solution.

Although there is space for different kinds of solutions to support children of special needs within the concept of “one school for all”, a positive posture on the part of the personnel would help ground democratic inclusive schools where students are not sorted out in terms of their abilities/disabilities, rather one which is designed with pupil diversity in mind, and where the school setting is adapted to children’s needs. Such an inclusive education would be one, which celebrates diversity and is grounded on the value that differences between students are a resource rather than a problem.

Key Words – Segregation, Integration, Inclusion, Democratic perspective, Compensatory perspective and Pedagogical differentiation.

Language – English

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1. Introduction

The concept of inclusive education enjoys high currency in the International scenario. The Salamanca declaration agreed by 300 delegates belonging to 92 governments and 25 international organizations, at the World Conference on Special Needs Educations, held in Salamanca, Spain in 1994 began with a commitment to Education for All. Salamanca declaration, based on the Universal Declaration of Human Rights and the World Declaration on Education for All, is the corner stone of understanding the practice of inclusion. This document disseminates the philosophy of inclusiveness along with the philosophy of humanism.

According to the declaration, inclusive education means the inclusion of all children in all class-room and out-of-class room activities, which implies that all children should have equal opportunities to reach their maximum potential and achievement, regardless of their origin and abilities or disabilities, and regardless of their physical, intellectual, social, emotional, or linguistic differences. Every child has unique characteristic, interests, abilities and learning needs, and educational systems should be designed in a way that takes into account the wide diversity of these characteristic and needs. The declaration also states that those with special educational needs should have access to regular schools, which should accommodate them within a child-centered pedagogy capable of meeting these needs. Schools with inclusive orientation are expected to fight discriminatory attitudes and contribute to the development of positive communities and inclusive societies (UNESCO, 1994: viii - ix). This declaration calls for innovative education and a “new thinking in special needs education”, which include training educational personnel for enhancing competence. Hence inclusion is to be understood as a process of decreasing exclusion and increasing participation. Thus inclusion becomes a general approach and philosophy in education, where teaching practice responds to individual differences of all students.

Theoretically, inclusion is a philosophy that emphasizes the importance of bringing together diverse students, families, educators and community members, in order to create schools and other social institutions that is based on respect, acceptance and belonging. Inclusive education recognizes that all students are learners who benefit from a challenging, meaningful, appropriate curriculum. This implies differentiated instruction techniques that address student’s unique strengths and needs. “Inclusion seeks to establish collaborative,
supportive, and nurturing communities of learners that are based on giving all learners the services and accommodations they need to succeed, as well as respecting and learning from each other’s individual differences” (Salend, 2005:6). Although this essay on inclusion is focused on individuals with disabilities, in a wider socio-cultural sense, it is designed to change the educational system, so that it is more able to accommodate and respond to the diverse needs, abilities, strengths and experiences of all students, irrespective of class, culture, ethnicity, and gender.

In the context of students with special needs, the inclusive model is one where all students irrespective of their abilities and disabilities spend most of their time together. Fully inclusive schools are rare. In practice the implementation of inclusive education in schools has mostly resulted in including selected students with mild special needs. In certain small schools run on Maria Montessori’s educational philosophies, students with differing physical, intellectual and emotional needs are included in the general class room, in the spirit in which inclusive education was coined.

The concept “inclusive-education” differs from previously held notions of ‘integration’ and ‘mainstreaming’, which implies a concern mainly with disability and ‘special educational needs’ and getting the students to become ready for, and being accommodated by the mainstream education. In contrast to this, inclusion is about the rights of children to participate fully in the general curricular activities of the school, and a respect for their social, civil, and educational rights (Salend, 2005:6).

1.1 Statement of the problem, aims and research questions
This essay addresses issues related to education, and inclusion within the context of pedagogy, and specifically refers to children with special needs. I begin by trying to understand the concept of “inclusion” theoretically. Inclusive education is an avant garde and a progressive concept, much debated and examined in Anglo-Saxon countries. I can see the psychological and social advantage of an inclusive classroom where students of differing abilities and disabilities come together in what is called En skola för alla, coined in 1980 (Lgr, 1980). It has become a politico-ideological concept in Sweden, for developing a school that has a high degree of participation, inclusion and integration (Gustavsson, 2002). Field researches show that there is a gap between ideology and praxis.
I am therefore impelled by my readings on inclusive education and my need to associate with politically correct theories to explore the actual situation of inclusion and inclusive education in the Swedish context. What is the nature of the practice of inclusive education in Sweden? It is vitally important for me as a pedagogue, and for us as a society, to understand the concept of “inclusion” in order to practice it. Cooperation of teachers is critical to the successful execution of inclusive education. Teachers and school administrators’ perception and understanding of how to manage children with special needs in a school situation to maximize educational and personality development is important because this influences the quality of the educational process and creation of an inclusive society.

The aim of this essay is partly to find out a) how some teachers and some school administrators understand concepts such as segregation, integration and inclusion of children with special needs and their impact; b) to undertake a literature study around the concept of “inclusive education”.

The questions posed for investigating in this essay are:

a) How do educationists conceptualize the terms “segregation”, “integration” and “inclusion”, in the context of schooling?

b) What is the perception, attitudes and understanding of segregated, integrated and inclusive education among some teachers and school administrators (the respondents) in a particular municipality in Sweden?

c) What is the perceived impact of inclusive education as opposed to segregated schooling and integrated schooling according to the respondents?

1.2 Review of literature

In order to ground the results of this study in theory and research evolved so far, I try to extract related concepts that inform the notion of inclusive education from researches and literature that support the idea of inclusion for children with special needs as well as those that help me to locate the concept of inclusion in an historical perspective and develop a framework into which I could place this research on inclusion of children with special needs.

Mitchell (2004) in an edited book notes that there is a paradigm shift in the conceptualisation of education for children of special needs. Inclusive education is a post-modern trend and a progressive evolution in the philosophy of educating children with special needs. Thomas and
Loxley (2001) deconstruct special education and constructs inclusion. They note that inclusive education is more than simply “integration” and that it was about extending comprehensive ideals in education. Concepts such as IQ, intelligence and disability are problematic and essentialist. According to them, disability is a socially contrived construct enforcing social marginalization. Nilholm (2006) problematizes the notion of inclusive education and sees inclusion, integration and segregation as aspects of one process. The concept of inclusion developed within the US as a political-philosophical-democratic perspective, where participation and community are central values. Inclusion was meant to replace prior concepts, such as ”mainstreaming”, that have become watered-down, and implies that pupils should adapted to school setting which really is not adapted to them.

Topping and Maloney (2005) document that in the previous century, concern about students with serious learning difficulties led to the development of whole industries providing “special education” in “special schools”. Segregation in the form of “special schools” continued without any evidence as to whether students learned more effectively in such settings. They also note that the later movement of integrating and reintegrating students with learning difficulties into “mainstream” was based more on ethical considerations rather than functional rationale. Thomas and Vaughan (2004) discuss the political and social context that lie behind the promotion of inclusive education. Inclusion represents the confluence of several streams of thought – social, political as well as educational. Moves to inclusion came from not only research but also from an imperative to greater social justice; from calls for civil rights; from legislation that prohibits discrimination; and from initiatives of imaginative educators. From positions of univocal modernist theories in special education has arisen a multiplicity of positions ranging from advocacy of new approaches to difference based on commitment to principles of equity and inclusion, to deconstructions of special education.

Persson (1998a, 1998b) suggests that special education operates more as a mechanism of differentiation and less as a resource directed to pupils experiencing severe difficulties, and should work inclusively and therefore not be regarded as a system apart from regular education but part of normal educational practice. Andersson and Thorsson (2007) advocate inclusive education for democratic reasons. Their observation of inclusive classrooms shows

1 Essentialism is a doctrine founded by Aristotle who claims that everything has a nature or essence. It is a generalization that states that certain properties possessed by an entity (e.g. people, things, ideas) are universal, and not dependent on context. Hence all things can be precisely defined or described. In this view, it follows that terms or words should have a single definition and meaning (Crystal, 1990)
that there are different ways to implement “En skola för alla”. An inclusive education requires changes in attitudes on the part of teachers and administrators and teacher training programs.

Salend (2005) documents researches done to examine the impact of inclusion on students with disability, students without disability, educators and families. They conclude that there is a varied impact on students’ academic and social performance, and their reaction and attitudes towards inclusion. In general the studies suggest that the academic performance of students with disabilities can be increased if they are given appropriate curricular and instructional accommodations within the general educational setting. Studies that examined social, behavioural and self-concept outcomes for students with disabilities in inclusive settings show that, they were better than for those of students educated in non-inclusive settings, although these outcomes lagged behind that of their classmates without disabilities.

1.3 Assumptions

1) The basic **Ontological** assumption of this study is that to the individual there is one social totality, but multiple views of reality can help in the understanding of this reality – both objective and subjective point of view add to the researcher’s knowledge of this reality that is helpful in understanding it’s various parts – a holistic conception of social reality.

2) This is an exploratory case study where the respondents are representative of the actors involved in the practice of educating children of special needs, where variation in actors and opinions were sought. This allowed for exploration of understanding a complex controversial issue.
2. Methodology

This essay is based on the investigation of a phenomenon called inclusive education. In the process, segregation and integration have also surfaced and were investigated. It uses investigatory methods such as reading of texts from literature, secondary data and primary data, to bring to surface theoretical understandings of the phenomena “inclusive education”. It uses case study approach. Open-ended questionnaire was constructed to elicit responses from five professionals facilitating educational program for children of special needs.

My ambitions to do ethnography of a Swedish school in order to sift out grounded theory in relation to inclusion of children of special needs was hindered by a cautious but friendly leadership who firmly allowed me to access the special education program, in a limited way. Adjusting to the field contingency, I finally settled for administering a questionnaire to a few teachers and school administrative staff in the special school and those involved in conceptualizing programs for children with special needs. I settled for questionnaire as a tool for collecting data because, it allowed the respondents to reflect on the issues involved without pressure, and also allowed me to collect the views of the respondents in the language used by the respondents, thus making the data more authenticity. It did away with the need to carry complicated equipment such as tape recorders, microphones etc.

This study is therefore based on readings of texts from literature - secondary data and theoretical conceptualizations, and the texts from primary data. A clear understanding of the grounded reality is expected to emerge from the information collected from the respondents in this case study. I am also experimenting with a new concept called Gestalt Research which consists of a process where praxis leads to theory and research, which in turn leads back to practicing-theorizer or a theorizer-practioner. I have as an outcome of gestalt research developed two posters and one power point. In order to make this study feasible due to the limitations of time, I had to delimit my universe to one municipality in Sweden and to one school (unnamed) that contained within its educational program a special school and resource classrooms. This school also had what they perceived as an “inclusive program” for children with certain type of special needs such as ADHD, ADD, and Autism.
2.1 Ethical Issues

During my contact with the respondents while collecting data for this essay I kept in mind the ethical requirements of the ethical council of the Swedish Scientific Council. I took permission from the municipality to do this research in one of their schools and informed both the school administrators and the respondents of the aim of this research (information demand). Participation and cooperation of the respondents was sought on a voluntary basis without any coercion. Several teachers working under pressure refused to spend their time in answering the questionnaire (demand for assent). All information regarding the involved persons was treated with the highest possible confidentiality, and care taken to protect the identity of the respondents and students concerned from the public (demand for confidentiality). The information collected in this research has been used only in this essay (perhaps will be used in future academic publications) and no other purpose (demand of the use of information). Since parental assent was required to involve students less than 15 years, observation and interviews of students were left out of this research.

2.2 Research Design

Since this was an exploratory qualitative research, which assumes that social world is not predictable, the research design was highly flexible with regard to experimental techniques and was made up of individual case studies, where an open-ended questionnaire was used to get a fairly in-depth understanding of the respondents attitudes towards the concept of inclusive education.

2.3 Research Techniques

Several qualitative techniques / tools involving different rationalities were used to collect data:

a) Case Study - I entered one localized universe to access in depth the phenomena of inclusion of children of special needs.

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b) **Auto ethnography** – I gathered information through my experiences, impressions and interaction with the school universe.

c) **Questionnaire (open-ended)** - was administered to the school administrators and teachers to access their understanding and attitudes towards the concept of inclusion.

d) **Documentary research** – was done to fill silent spaces within field data, through use of previously published documents and literature.

e) **Interpretative analysis** of the data collected by questionnaires was done.

f) **Gestalt research** – A feedback will be given to the school through circulation of this essay. This is seen as an educative and interactive process of this study. In addition to this two posters and power point presentations have resulted as an outcome of this study.

**Qualitative methodology** is implemented in the study, using **case study** approach (one school in one municipality, as a case) for collecting data, because of the suitability of studying interpretative and subjective aspects of the phenomena “inclusive education”. In the preparation phase of **desk documentary research**, numbers of relevant documents related to the legislation of education were read documented and analyzed that will help to fill up silent spaces in the data and results. I documented my interaction with the research environment through **auto-ethnography**, which is a highly personalised text written in active voice. The data was collected by open-ended **questionnaires** answered in my presence to deal with any dis-ambiguities. The qualitative data content (the text) collected by questionnaires is subjected to **interpretative analysis**, which is in a constant state of discovery and revision. An attempt is made to use the technique of **gestalt research**, where a practitioner – researcher, becomes a practitioner-theorizer and a theorizing-practitioner (or practitioner-theorizer-practitioner). The implicit embodied theory of the practitioner (me) becomes more explicitly presented, in both teaching and writing, as theory informed embodied practice, privileging action and expression (Bar Yoseph, 2011). As a spin-off of gestalt research I have developed two posters and one power point presentation that I submit along with the document.

2.4 **Limitations**

The limitations of the study were: a) the research population consisted of responses only five adult respondents. Children’s voices could not be heard due to the refusal of authorities to allow me to come in contact with them; b) Being a case study it is not possible to make generalizations about the larger social context. These findings can only be used as an
exploratory research that can lead to more in-depth and larger studies that could lead to
generalizations; c) The school staff was extremely busy, with full teaching schedule,
preparations for developmental talks, and unavailable on site due to sports vacations (8th week
of the year in Sweden). Although the teachers involved in segregated teaching of children
with special needs showed interest and reflection, the teachers of the general curriculum did
not identify enough with the educational program for children of special needs and did not
want to participate in the study; d) The conceptualisation of segregated and inclusive
schooling were perceived as unacceptable to some teachers, who decided not to participate as
respondents, although their perceptions would have been invaluable; e) The short time (1 and
½ months in effect) to collect data and execute this term report resulted in my leaving out
more in-depth approaches to collecting data. Due to work pressure and other courses that the
author was obliged to participate in, the defence of this document has been delayed by one
year.

2.5 Validity and Reliability

In this paragraph I present only the theoretical discourse, which is to be connected to the
validity and reliability issues of this qualitative inquiry by the reader. Regardless of the nature
of research, type, or scale of measurement, one needs to answer two basic questions
pertaining to collected data (Tashakkori & Teddlie, 1998: 79). The first question relates to
measurement validity and asks whether one is truly measuring what one intended to
measure/record rather than something else. The second question relates to measurement
reliability and asks whether the intended measurement/recording is without error. If a
measurement instrument is reliable, it should provide the same result consistently over time,
across a range of items and/or across different raters/observers (inter-observer/inter-rater
reliability). Hence reliability and validity are ways of demonstrating and communicating the
rigor of research processes and the trustworthiness of research findings.

Within qualitative research environments, the established validity criteria have tended to be
neglected or rejected, without developing other criteria for the truth-value of qualitative
findings (Kvale 1989: 7). It lacks a foundation from which one can assess the difference
between objective facts and the subjective conjectures of the researcher. It relies too heavily
on the interpersonal involvement of the researcher and on what appears to be arbitrary interpretative judgements. Since the idea of reliability and validity comes from the quantitative methodology it is therefore problematic to transfer them to qualitative studies. The methodological goal of pure observation, free from theoretical, social, historical or cultural bias has been proven unrealistic. According to Denzin and Lincoln (2003), the concepts validity and reliability must proceed from the epistemological assumptions that underlie qualitative or quantitative domains of inquiry. Within quantitative research there is a traditional dichotomization between object and subject - a belief that there is an observational space between the researcher and the object of study.

According to qualitative research, the belief that the observing researcher through use of uncontaminated human perception can apprehend the object of study is untenable. The observer and the observed are both, part of an inter-actional system in which, neither the subject nor the object can be defined without reference to the other (Cohen and Manion, 1984: 24-25). There is a matrix of inter-subjective social meaning that human science research operates in. Since the object of study - the other human being - is not inert but a volitional being, “object” become “subject”. Although human experiences are subjective and humans have subjective experiences, they achieve inter-subjective agreements (by communicating) through which they sustain self-knowledge, knowledge about others, and interpersonal cooperation (Kvale, 1989: 148-152). When we succeed in observing the measurement object of our aims, then the observation and measurement is valid. Kvale (1989) defines validation in qualitative research as investigation, continually checking, questioning and theorizing on the nature of phenomena investigated. The questioning encompasses the criteria for judging the truth-value of the research findings.

The question of validity in qualitative interpretative analysis involves the precision or exactness with which expressed views of the respondents are described by the evolved categories representing the understandings and views that were expressed in the interview. Reliability can then be the precision with which the categories succeed in capturing meanings of the data collected. The categories are acceptable if co-judges can understand the

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3 In Social construction of reality, Berger & Luckmann, (1966) point out that there is no such thing as true objectivity. “Knowledge” and “facts” are what are socially agreed on, therefore all human inquiry is inherently subjective, although we strive for consistency.
interpretation, and the reader of the research can see the connection between data collected and the categories (Tashakkori & Teddlie 1998: 82-84).

In this qualitative inquiry where primary data is collected from only five respondents, the variations in their responses are considered valuable in order to get a more accurate and comprehensive understanding of the phenomena under study. Validity and reliability is maintained by citing the original text in Swedish procured as primary data from the respondents in order not to lose precision or exactness of the utterances. Attempt is made when summarizing the responses made in the Swedish language, to keep to the spirit of their utterances. However the intention of the researcher is not to find the deep structures that emerge from the ground (as is the practice in phenomenographical researches) but to locate the perceptions of the respondents within the paradigm traditional-progressive with regard to inclusion and democratic ideals. The contradictions found within the Special Education discourses are expected to emerge during analysis and discussion, making the understanding of the phenomena under study a discursive one.
3. **Results, and Analysis**

The chapter on results and analysis is divided into three parts. The *first part* consists of an auto-ethnographic account of my experience during data collection and a description of the sample or the research universe in order give the background of the respondents who have participated in this study. The *second part* consists of the secondary data collected from documentations of the structures constructed in the municipality’s program for children of special needs acquired through desk research. The *third part* consists of the data collected through the questionnaire and an analysis of the perceptions and attitudes of the respondents to the concept of inclusive education.

### 3.1 Auto-ethnographic account of my experience of collecting research data

After a couple of meetings with my supervisor and tentatively limiting my research, I decided to locate a senior professional handling the program for children with special needs in the municipality where I was living. After several-aborted attempt and a week of telephoning the municipality, I got in contact with an inspiring administrator who headed the municipality schools resource centre. I was aware that I had only one and a half month in hand to collect data, and write up my report. It took another week before I could access the school to interview teachers and administrators. I lost one week during my data-collecting period because schools remained closed for sports vacation during the 8th week of February.

My ambitions to do an ethnographic study had to be laid aside because, I was firmly told that I could not have any contact with the students, and could not “hang around” the school indefinitely. I was firmly allowed only to make appointments with teachers and school administrators, and visit the school only during the appointment hours. I think it is important to document the closed atmosphere I experienced in the school of choice, in order to communicate why I could not use innovative data collecting tools like focus group interviews and school ethnography. Perhaps it was due to the fact that I was perceived as an undergraduate student (of foreign origin) not worthy of being allowed into the inner spaces of the school. I had had the opportunity to observe the skilful handling of a segregated group of students with special needs (students from the training school attached to, and under the administration of the principal of the general school) in an impressive home-economics lesson.
during my VFT input at this school a year ago, where I had witnessed high quality communication between the teacher and students and high quality of product-output and learning in this group. The documentation of my experiences of the restrictive and conservative atmosphere found in the school towards researchers, will show that the voices of children of special needs as well as other children, and my own voice - which would have found expression while conducting an ethnography of the school - was repressed leading to data being limited to only the voices of the few adults involved directly in the care taking of children with special needs. This compromised the attempt to procure a more holistic understanding of the phenomena under study from the point of view of a number of different actors and from different methods.

3.2 Sample
Once allowed to interview adults managing education for children with special needs, I managed to get two interviews from special school teachers, one counsellor for autistic students and principal (who was a special educator before) of the middle school (classes 5-9) where integration takes place, and the head of the school resource centre of the municipality. I did not manage to get any responses from teachers of the general stream. They either did not know enough about the concepts under study or they contended the conceptualisation of special schools as being segregated education, and therefore refused to participate in this inquiry. Hence this essay is a case study of one school in one municipality and perceptions, understanding and attitudes of five pedagogues involved directly in the educational activities of children with special needs. They were all educated as teachers of general program with two of them further trained as special education teachers.

3.3 Supportive structures for children of special needs at this municipality
This is a documentation of secondary data collected from documentary sources of the municipality. In 1999 a decision was taken to establish a resource center in this municipality and in 2002 the special needs program incorporated within it, also the program for hearing disability. Today the organization consists of a central resource center with one principal and two assistant principals who share supervisory responsibilities (with local school principals of schools for children with special needs) for the integrated programs, the support center for children with hearing disabilities, hospital schools, psychiatric-help schools and the program to support newly registered children in the community, and its neighboring satellite municipalities. The center has preparatory and pedagogic services, which coordinated and
gave professional and consultative services to institutions associated with it. In addition, it also does continuing and follow-up services on a long-term basis (see diagram, appendix III).

This center also takes care of the new international entrants into the school program and the severely to mildly challenged children with the help of both the existing school structures and special segregated institutions (organizational differentiation). The different teams work to bring together their competences in order to support the personnel in the municipality schools who work with students with learning difficulties through consultation, instruction and supervision, in-service training and net-working. Conceptually in Sweden, special needs programs are staggered into eight levels in terms of the severity of their conditions. The resource center supervises and organizes educational activities for levels 7 and 8. An inverted pyramid (see appendix IV) delineates the continuum from least restrictive (mild) to most restrictive (severe) placements depending on the degree of disabilities. The center’s documentation shows that in the year 2011, approximately 199 students were being taken care of by the municipality resource centers. These students were differentiated into the following categories: neuropsychiatric challenges, speech disorders; language, reading, writing, reading and mathematical challenges; as well as those having intellectual, social and emotional challenges (see appendix V for details). I infer from the above facts that, this municipality as well as others in Sweden practice both organizational and pedagogical differentiation of children with special needs. I have no doubt that these differentiations have been made to provide maximum opportunities for children of special needs, even though it appears to be located within the traditional model where organizational differentiation is seen as the only way to administer special needs programs. The following paragraph analyzes these differentiations and places them within pedagogical theory.

3.4 Differentiation and Special Pedagogy

Educational policies in Sweden have on the one hand favored the intellectual elites and their well-being, and on the other hand stressed equality and social democracy through the concept “enskola för alla” (Isling, 1984). Person (1998a) categorizes the phenomenon of differentiation into two kinds: a) Organizational differentiation and b) Pedagogic differentiation. According to Dahllöf (1967), differentiation per se need not be seen as a politically incorrect concept. Organizational differentiation implies differentiation between

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4 One school for all.
schools such as public and private schools, and accelerated and remedial teaching groups. He advocates that organizational differentiation ought to be replaced by pedagogic differentiation where the pedagogic content and method are adjusted to suit each student’s individuality in order to promote inclusion, quality in educational processes and respond to pupil diversity and heterogeneity.

Studies show on the one hand, that “ability grouping” (organizational differentiation) has some positive effect on the students’ school performances and on the other that students with learning difficulties in a “high ability group” experienced that the gap between them was too large to bridge (Goldberg, Passow and Justman, 1966). In USA one the one hand, students in positively differentiated high track program showed more positive self-perception than the students in negatively differentiated low track program (Oaks, 1985). On the other hand there was a danger that teachers lower the level of ambition in “low ability groups”, and underestimate the capabilities of students in lower track classes.

In countries like Finland and Italy there are laws prohibiting streaming by ability grouping. According to OECD (1995), in Italy the term “exceptional children” is used to describe children of special needs. In countries like Germany, Netherlands and Switzerland where organizational differentiation is practiced, terms such as learning disabilities, language and communication disabilities, psychosocial disabilities, deviant behavior, emotional disturbance are used.

The concepts heterogeneity and homogeneity are motivating factors in the differentiating aims of special pedagogy. Peter Haug (1998) the author of “en skola för alla” notes that special pedagogy can be viewed from a compensatory perspective and from a democratic participatory perspective. The former is connected to performance of students with special needs and provide assistance in order to help the student maximize his or her potential according to his or her abilities. This has led to organizational differentiation in order to provide help to special needs student. In the democratic participatory perspective, the institutional arrangements are de-normalized in a way to accommodate children with special needs, heterogeneity and pluralism.
3.5 Respondents understanding of the terms “segregation”, “integration” and “inclusion”.

The following paragraphs document the primary data collected by the researcher. Attempt is made to cite the utterances of the responses in the language used by them in order to preserve the authenticity of the primary data. It is hoped that this will not compromise the readability of this research document, which is primarily written for the English speaking audience in Sweden. I will indeed be flattered if international readers access this document and if it contributes to researches done, in other countries as well. The data collected is divided into various subheadings.

Segregation was perceived by these respondents as both a negative and a positive concept. Segregation was perceived to mean exclusion from ordinary schooling where children with special are put aside so that that students who are in the ordinary school may have no contact with them, as well as a secluded place where challenged children are trained outside the ordinary school system in order to help them maximize their individual potential and make them as independent as possible. The aim was to strengthen them in order to help them come back and cope with the ordinary school curriculum.

Eleven får sin skolgång utanför ordinarie skola för att få den hjälp den behöver så eleven klarar Ett självständigt liv. Målet är att stärka eleven så att den kan återgå till ordinarie skola…. jag tycker INTE att särskola är en segregerande verksamhet.

The concept integration was consistently understood as a system in which all children had possibility to be part of some sort of school system, which helped them access contact with each other.

Att ALLA clever får möjlighet att mötas oberoende av bakgrund eller olika tillkortakommanden…. Eleven befinner sig I den ordinarie skolan men deltar inte på lika villkor. När alla får plats I ordinarie skola: såväl grund som särskola.

Inclusion was perceived as a wider concept that meant a more perfect variation of integration. Here all students came to a school, which was adapted to suit the needs of children with different challenges, thus creating an equal school environment that could be accessed by all children.

Detta är en annan grad av integration som känns som en fulländning. Ett vidare begrep… Eleven befinner sig på den ordinarie skolan som anpassas efter elevens behov så villkoren blir så lika som möjligt…- När man kan inkludera alla clever utifrån deras unika förutsättningar har du en inklusion.

I infer from the above data that the respondents of this study were participating in both organizational and pedagogic differentiation and saw both advantages and disadvantages of
segregated “särskolan”. The administrators were more vocal about the value of the segregated “särskolan”. Integration was perceived as being the ideal because it made it possible to both compensate the child with specialized, individualized and small group learning, as well as be involved in the general classroom in certain aesthetic subjects. Inclusion was seen as a higher form of integration and was associated with specialized equipment and materials to suit individual needs.

3.6 Need for special programs for children with special needs
Respondents actively involved in the programs for children with special needs at middle school, were seriously concerned about the issues involved. Inclusion was to be aimed, and exclusion from the ordinary school milieu was to be avoided, however a few students with special handicaps and challenges needed to be addressed in the most pedagogically and emotionally effective manner, which may include part-time individual instruction, segregated class rooms and even segregated schools.

Jag tycker att alla elever skall få plats I vår ordinarie grundskola, MEN det finns alltid de som av olika anledningar inte har förutsättningar att delta på samma villkor.

The respondents felt that the school system had a responsibility to help all children to reach the pedagogic goals set for them. It was important to address individual challenges with individual solutions for optimal development without being excluded from the ordinary environment.

Om en elev har ett behov av stöd till måluppfyllelse I skolan har skolan en skyldighet att ge denna elev det stöd som han/hon behöver för att uppnå målen.

Respondents felt that one could not generalize and say that all challenged students should be instructed in an inclusive class.

Det går inte att generalisera och säga att alla ska gå i sin vanliga klass eller att alla skall gå i särskilda grupper.

In fact all children should have the possibility to function at their own tempo and not pressurized to fit into a common program.

Elever med svårigheter måste ses som individer med individuelle lösningar. För de flest innebär detta att de inte exkluderas utan får stöd i sin vanliga miljö… Vi måste kunna erbjuda dom en skolsituation som ger dom den optimala utvecklingen

I infer from the above data that according to the respondents, inclusion was the idealized approach to educating children with special needs. Special education was seen as a concept

---

5 Special schools.
different from inclusive classrooms. It was felt that in certain cases of severe challenges, inclusion was not the appropriate remedy. This view is supported the ongoing debate on Swedish education system, where one group feels that homogenous and protected teaching situations contribute positively to optimize development in severely challenged children (see Andersson and Thorsson, 2007).

3.7 The role of special schools and resource-classrooms
Special schools that are defined as segregated educational form were seen as structures that could actually provide children with special needs a protected form of inclusion into the Swedish educational program.

It was felt that special schools were needed for students who needed instructions appropriate to their intellectual needs and capabilities. It functioned as an alternative home for children from homes with disjuncture.

Segregated special schools and resource rooms were considered especially by the three administrators, as an effective and excellent way of providing educational support. Children felt at home in their special class room, because they could progress at their own pace without any pressure.

3.8 Advantages and disadvantages of segregated, integrated and inclusive education and their impact

Segmented education - The advantages of segregated education were perceived by the respondents as providing a secure stress free learning environment with professional trained to understand their needs better. In addition the special schools were equipped for the needs of children with special needs. There was small group teaching, and social skills and adjustment, self-esteem and sense of emotional security could be achieved in a protected segregated structure.

Social trygghet med en egen läroplan…. trygghet att känna sig likadan som de andra, Individualisering och liten undervisningsgrupp. Det finns en fördel med att vi i Sverige har
Disadvantages of segregated education for children of special needs were children with special needs could feel excluded and feel that they cannot cope with children of normal abilities in the general classroom. An artificial environment was being created and their normal peers could not influence the segregated students.

The enthusiasm shown in favor of segregation, places the group of respondents firmly in the conservative category with regard to the issue of inclusion and segregation. They have opted for the compensating children with special needs in segregated settings rather than a more democratic inclusive setting in the general classroom. However, there was an encouraging understanding in this group that segregation was creating an artificial space where children were being excluded from the mainstream school society.

**Impact of segregation** was perceived as improvement in achievement, social adjustment and social skills, improvement in self-esteem and improvements in terms of emotional security. It was felt that one needed a school, which was suited to individual needs. Different children needed to be challenged to differing levels. In this school a conjoined special school functioned extremely well in terms of meeting individualized needs of children with special needs. It was found to improve their learning abilities (academic achievement).

Small group learning situation was found to be more secure and accepting of challenged children. Socially it was good that special schools were attached to ordinary school and were integrated into some of their routine facilities such as playground, lunchroom, art and craft,
music, sports and home economics school spaces. There was a danger of overprotecting challenged children who could then develop behavior that would not function in the larger society (social adjustment).

The issue of improvement in self-esteem was perceived as being totally individual. Most challenged students improved their self-esteem in a segregated protected and an attentive environment (self-esteem).

It was felt that most challenged children felt emotionally secure in a segregated and protected environment. Such an environment that encouraged smaller groups helped challenged children to develop an emotionally secure identity (emotional security).

I infer from the above data that the respondents enthusiastically acclaim the impact of segregated special education. This can be viewed as evidence to support that the traditional form of schooling children of special needs is seen as being very effective, despite ideologically being retrogressive from a democratic perspective.
**Integrated educational programs** – Integration was seen to facilitate interaction between children of special needs and children with normal abilities. Integration would improve their self-esteem by making them to not feel different in any way. It could possibly speed up their learning pace and broaden their exposure to information. Only students with mild forms of intellectual challenges are integrated. Since they have their own curriculum they feel secure while working to actualize their full potential.

Det underlättar mötet och kan få barnen att se likheter istället för skillnader MEN att skillnaderna som trots allt finns inte är till problem…. Bra för elever att spegla sig I ”vanliga” barn samt att bli en del av sammanhanget….social trygghet med en egen läroplan. Det finns en fördel med att vi i Sverige har möjlighet att säkerställa kvalitet på utbildning för elever i särskola då vi har denna form som en egen skolform….Elev utvecklas genom att få arbeta grundskolans t.ex. snabbare tempo. Då vidgas deras kunskaper och med det deras självkänsla…. S.k. gränsfall. De elever som ligger väldigt ”nära” gränsen (70)… våra elever lär sig betydligt mindre I den stora miljön … Elever med lindrig utvecklingsstörning, hörskadade och synskadade elever, elever med lindrig till mätlig språkstörning, elever med dyslexi, de flest elever med neuropsykiatriska funktionshinder… Detta bör ske med uppsikt från medvetna vuxna.

However there could be a risk that these children may not actualize their full potential and feel excluded.


Integration is seen as being appropriate only for children with mild challenges. This can be seen as a conservative worldview among caretakers of these children or a perceptive position that is concerned with compensating the student’s challenges.

**Impact of Integration** – A couple of respondents felt that integration was perceived as undoubtedly positive. Challenged children were allowed to grow at their own pace while having a feeling of being part of the ordinary school. While a couple of respondents felt that children in school learned less in a larger environment (academic achievement).

Detta är nästan uteslutande positivt. Man låter eleven växa och känna att den kan vara med. Men det gäller även de i grundskolan som berikas av mötet med elever från särskolan…. samma som för dem som går I särskola när de individuella behoven utgör en integrerad undervisning…. Nej, våra elever lär sig betydligt mindre I den stora miljön…. Eleverna utvecklar sina kunskaper även känslostäntigt. Framsteg I engelska, svenska, so
Integration was perceived as being absolutely helpful towards challenged children to learn behavior pattern that could help them fit into in the larger society. There was a more open contact between challenged children, normal children and the adults (social adjustment).

Det hjälper barnen att bättre förstå hur det fungerar i samhället och förbereder på möten längre fram i livet. … Återigen ett tvetydigt JA. Möjligtvis skulle misslyckade möten kunna få motsatt effekt men sker detta under ordnade former är det en positiv erfarenhet. … Samma som för dem som går i särskola när de individuella behoven utgör en integrerad undervisning… Absolut! Det är bara fördelar med att lära sig samspela med jämnåriga. … Öppnare I kontakten med särklassen o vuxna.

If integration is successful then there could be improvement in challenged children’s self-esteem. They learn to solve problems by themselves. On the other hand integration can backfire if not handled properly (self-esteem).

OM det lyckas är det bra för självförtroendet. Däremot får det TOTALT motsatt effekt om eleven misslyckas.. samma som för dem som går I särskola när de individuella behoven utgör en är I klassrummet.

It was difficult to know if challenged students felt emotionally secure in an integrated environment. If Integration was successfully handled, student could feel more emotionally secure on the other hand it could be disastrous (emotional security).

Svårt att svara på… samma som för dem som går I särskola när de individuella behoven utgör en integrerad undervisning ... OM det lyckas är det bra för självförtroendet. Däremot får det TOTALT motsatt effekt om eleven misslyckas… Mer säker.

Integration was unanimously felt as a positive thing because it provided the students with the best of both worlds: protected learning situations in resource rooms and a happy meeting between the two worlds. The emotional and psychological impact was not perceived as positive as one would want it to be.

**Inclusive education** – Ideally, individualized education for all children was the correct model for education so that all children learn at their own pace and this model would lead to inclusion.


However it is very difficult to blend normal, mildly and severely challenged students in the same class and the latter could experience a sense of failure if they are expected to follow the curriculum for normal children because they are unable to cope.

…. Om eleven har anledning att gå i särskolan kommer troligtvis total inkluderings vara svår
och risken finns att eleven känner misslyckande i något eller flera ämnen. Att jobba individuellt är inte allt och i situationer då man ska uttrycka en åsikt, diskutera, argumentera – då kan eleven i värsta fall sluta sig och få ut väldigt lite, eller inget alls av undervisningen. Tror det är väldigt svårt att möta elever I stora svårigheter om INGA anpassningar alls görs.

Respondents show extremely positive attitude towards inclusive education. They idealize a situation where children with special needs feel a part of, and participate in the larger mainstream classroom. There seems to be confusion about the scope of inclusion because the respondents express fear that these children may not be able to cope with the general curriculum. They perceive inclusive education as one where all children in the inclusive classroom follow the same curriculum and not one where each child follows the curriculum at his own pace according to their intellectual capacity.

**Impact of inclusion** – Two respondents left out the section about impacts of inclusion, possibly because this school does not practice inclusion except in the case of autistic children. Those who addressed the issue of impact due to inclusion felt that improvement in all four areas viz. academic achievement, social adjustment, self-esteem and emotional-security could occur if conditions of inclusion was favorable and optimal, especially for children who are not severely challenged. On the other hand it could backfire in all four areas in inclusive education was not adjusted to the challenges experienced by children.

Detta beror på eleven. ... Om förutsättningarna är optimala kommer utv. Att ske. … Om dom lyckas och detta har jag sett hos elever som inte har så stora svårigheter från början. De eleverna med de största svårigheterna har svårt att ta till sig teoretisk undervisning i stor grupp… (Social)- Berör på eleven. Detta passar vissa elever och inte andra. … Om förutsättningarna är optimala kommer utv. Att ske… Om dom lyckas och detta har jag sett hos elever som inte har så stora svårigheter från början. De eleverna med de största svårigheterna har svårt att ta till sig teoretisk undervisning i stor grupp… (Self-esteem)- Om barnet lyckas blir det självklart ett lyckat resultat. …. Om förutsättningarna är optimala kommer utv. Att ske… Om dom lyckas och detta har jag sett hos elever som inte har så stora svårigheter från början. De eleverna med de största svårigheterna har svårt att ta till sig teoretisk undervisning i stor grupp… (Emotional) - Beror på. … Om förutsättningarna är optimala kommer utveckling att ske… Det är otroligt individuellt eftersom dessa elever snabbt kan bli en negative ledare. Då känner dom sig säkra p.g.a. att de andra är rädda för dom. Jag anser dock inte detta vara emotionell trygghet.

It is telling that two respondents working with special education found it difficult to answer impact issues for inclusive education, possibly because they have never experienced inclusive education or its impact. The remaining three respondents made guesses about the possible impact. They felt that they could not categorically state its impact. I was concerned to hear that none of the respondents had heard of the Salamanca declaration. The latest debates at the international level were not percolating down to the personnel handling children with special
needs. None of the general teaching staff agreed to answer this questionnaire, because they view segregated schooling as the more effective one, where the children with normal abilities could continue to access the general curriculum without hindrances to the teacher, who would have been hard pressed if they had to divert their attention to the children with special needs. A couple of these teachers expressed that they do not agree with the text book definitions of terms segregation, integration and inclusion. It would not be far from truth if I were to conclude that the teachers in the general class rooms follow the traditional teaching patterns and have not been oriented by the teachers college to internalize the concept or practice inclusive teaching methods.

In addition to this, school practices such as streaming of children according to their performance (organizationally administered pedagogic differentiation) and the remedial program has a slightly different book than that followed by the students of general stream. Traditionally streaming students according to ability and performance was justified as effective because some sort of accelerated learning and remedial learning could be administrated within the school system. This could be viewed as supporting intellectual elitism with schools. Administrators and teachers of special education program were also located in the same traditional paradigm, where children of special needs were segregated into homogenous groups and taught in resource rooms by resource personnel or in an adjacent training school connected to the mainstream school, where they shared the lunchroom, sports field, and the teachers of aesthetic subjects. Some form of integration was going on in this segregated system for children of special needs. Only the mildly autistic children were truly included in the general classroom curriculum because they were considered not intellectually challenged.

The authors view resonate the ongoing debate in the Swedish school system (see Andersson and Thorsson, 2007) that it is ideally correct and possible to have inclusive classrooms with more individualized teaching for all children including the severely challenged students. It is necessary to change the present teaching model of teaching homogenous groups of students and attempt to incorporate one where diverse and heterogeneous groups of students are accommodated within the general class room, and the use of teaching methods suited to the individualized needs of the students is practice. It would mean a reorganization of resources to support the general classrooms with student assistants, teachers with sign language, Braille,
special materials like audio bands, computer soft wares specially geared to the learning needs of the students.
4. Discussion and Conclusion

4.1 Discussion

Notions about social justice and human rights have provided to shape contemporary thinking about environments in which education is framed. The kind of society we create emerges from the kind of education we provide. The quest for comprehensive and inclusive education is part of that tradition that sees benefit to all emerging from practices adopted in education (Thomas and Vaughan, 2004).

Considering the conditions in which children with various challenges were located before the 18th century, the idea of addressing the students’ individual differences in a planned, systematically monitored arrangements of teaching procedures, with adapted equipment and materials, accessible settings and interventions designed to help learners with special needs to achieve a higher level of personal self-sufficiency and success in school and community than would be available if the students were only given access to a typical classroom education, was a radical concept (Nilholm, 2006).

The situation for children of special needs differ in different countries. In many countries severe intellectually and physically challenged children do not attend formal schools. In the developed countries, Europe, Japan, USA, Australia, New Zealand and Canada, special schools take care of children with severe challenges, which are considered as not being inclusive arrangement. Today there is a perceived stigma attached to the idea of segregated learning. Positivism’s value-free ideas were challenged by the subjectivity-oriented paradigm of the 70s and postmodern worldview. Today we understand and legitimate value loaded ideas and knowledge (especially if they are considered politically correct). Coupled with that, the growth of identity politics has brought about a demand for equal rights of traditionally marginalized groups like women, people of colour, non-heterosexual. This is a post-Marxist development and to these post-Marxian categories have been added the groups that are functionally challenged.

Concern for children with special needs has led both to the creation of different forms of special classes, special courses, special schools, clinics, as well as a vision of schools where children of differing abilities and challenges study together in an inclusive way. “En skola för alla” coined by Peter Haug (2000) is an expression of a school with explicit basic values that
differ from those of the traditional schools. It is a school where all children irrespective of
their challenges attend and where teaching is adapted to the individual child or groups of
children. It’s a school where all children can meet and access each other, and can develop
self-confidence, self-respect, self-esteem, intellectual and social competence as well as be part of the social network. It is from such a vision of schooling that the concept “inclusive schools” and “integrated schools” haveimmerged (Nilholm, 2004)

In practice “En skola för alla” has been domesticated and tamed by the Swedish school
system with cosmetic adjustment in the tradition school. The history of special education in
general has shown that inclusion and integration that are variations within the “one school for all” concept are difficult to attain because the values of the practitioner and the policy makers are in conflict with each other. This had led to a compromised solution, which tends towards the traditionally established segregated schooling rather than inclusive education (Andersson and Thorsson, 2007). Researches in Swedish Schools have shown that it is possible to implement “En Skola för alla” model with different kinds of supportive solutions. The findings of the inquiry done in this essay show that segregated variations in schooling (coupled with integration within the general school, in a small way) for children of special needs has been experienced by serious care takers as being beneficial intellectually, socially, emotionally and in terms of self-esteem. The protected and secure environment offered by such arrangements is insidiously persuasive. While inclusion of children with mild autism is experienced as being successful in terms of these criteria, attempt has not been made in schools like this one, to tailor an inclusive school where all children with different challenges can be accommodated into the general classroom. One can safely say that the school policies in this municipality, and school personal for educating children of special needs in this school, are firmly located in the traditional paradigm where children were segregated into homogenous groups depending on their respective diagnosis. Since the findings of this study were documented and commented upon here by me, I have had the opportunity to work in a municipality school in Lapland where inclusive education is being practiced. Such efforts can lead to successful inclusion if teacher-training colleges in turn train teachers to internalize inclusive pedagogies and teaching methodologies.

There have been debates about whether the stress caused due to inclusion of children with challenges, are pedagogically correct? Are we being swayed towards the ideology of inclusion without considering the needs of the children and the resources required to
implement such learning environments? Ideologically, social justice, human rights and politically correct locations demand a more inclusive education, while ground realities of a more segregated forms of schooling persist because, teacher training pedagogies in Swedish teachers colleges conform to the needs of the existing organizational differentiation rather than fork out and train teachers for new inclusive schooling. Salamanca declaration that advocates inclusive education for all children and pedagogic differentiation, has not yet percolated to the municipalities and schools, and are only just being introduced into the teacher education programs.

It appears then that inclusive education scholars need to explicate the discourses of Inclusion. Slee & Allan (2001) point out that the distinction between inclusion/exclusion (not to mention abled / disabled) is discursive. If inclusive education has to become a reality in Swedish schools, more grounded theoretical discourses have to emerge in Sweden towards more democratic and progressive ways of catering to needs of children with special needs. It would require collaboration and cooperation at all levels of policy makers and implementers which would also mean political will on the part of the elected politicians in the parliament, the bureaucrats and administrators in the Ministry of Education and the municipalities, teachers colleges and school leadership, to allocate resources and give direction to a more progressive form of schooling where “one school for all” does not get watered down to sophisticated segregated class rooms that cater to accelerated education, remedial education, and a segregated special education.

4.2 Conclusion

To conclude, I locate the multi-disciplinary special education into a socio-political paradigm, which reflects structural differences within society. Persson (1998a) asserts that if one deconstructs special education, its inconsistencies, silences and contradictions can be uncovered. Skritic (1991) argues that special education depends on naïve pragmatism. If one were to question the assumptions of special education, one will be forced to confront the failures of general educational practices. It is therefore necessary to replace traditional bureaucratic organization of the school by new flexible and more appropriate solutions. In doing so one needs to synthesize an approach where both the democratic and compensatory perspective is kept in sight. I agree with Persson´s (1998a) observation that if every fifth student in the middle school in Sweden is in need of differentiated activities, then another form of teaching than what is going on in Sweden is needed.
5. **References**


29. UNESCO (1994), THE SALAMANCA STATEMENT AND FRAMEWORK FOR ACTION ON SPECIAL NEEDS EDUCATION WORLD CONFERENCE ON SPECIAL NEEDS EDUCATION: ACCESS AND QUALITY , Salamanca, Spain, 7-10 June 1994, Ministry of Education and Science Spain and UNESCO publication.
Appendix I
Introductory letter

Lund, 2011-02-20

Dear Teachers and administrators,

My name is Mariam Meynert. You may remember me, since I had spent a pleasant term at your school for my VFT program.

I am presently a student of the utländsklärarvalidering (ULV) projekt. I am validating my Home Economics and General Science teaching degree from India.

While participating in the Swedish ULV project, I am required to do an “examensarbete” that is mandatory for my education.

I have decided to work on the concept of inclusion of children with special needs and I was directed to this school (since it has a successful program for children with special needs), by a senior administrator working in the educational programs for children with special needs in Lund Municipality.

I have decided to work with opinions and attitudes of teachers (both in general and special program) towards segregated education (särskola), integrated education and inclusive education.

Since you are such experienced teachers your opinions in this matter is vitally important. I will be grateful if you can take a little time and fill a questionnaire that I have made after talking to the leadership involved in Special Education programs in this municipality. This is an open-ended questionnaire for Teachers regarding segregated, integrated and inclusive education.

Please fill these questionnaires and either hand it over to me or return it to me via e-mail: meynert.mariam2@gmail.com

Thanking you

With Kind Wishes

Mariam Meynert
Appendix II

Openended Questionnaire for Teachers and Administrators

Please answer in detail. Write as much as you like in the Swedish language. Give all your opinions. Your experience is invaluable.

Name of teacher:
Professional Qualifications:
Professional history:
Nationality:
Subjects taught:
Details about the administration of your teaching:
No: of students:

<table>
<thead>
<tr>
<th>Class</th>
<th>Gender</th>
<th>Details of special needs</th>
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<tbody>
<tr>
<td>5th</td>
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</table>

Q1. Why is there a need for special programs for children with special needs? Give both positive and negative opinions.

Q2. What function does the special school play in the life of children with special needs? Can you suggest an alternative to special schools.

Q3. What is your role in the program for children with special needs?

Q4 Can you give details about the program this school offers to children of special needs?

Q5: Can you describe what you understand by the terms (when applied to children of special needs):
   a) Segregation
   b) Integration
   c) Inclusion

Q6. Can you give advantages and disadvantages of:
   A. i) Segregating (särskola utbildning) children of special needs:
      ii) Which category of children with special needs are segregated (educated in särskola)?
      iii) What personnel, equipment and materials are needed for segregated (särskola) teaching of children with special needs?
      iv) What impact has segregation (särskola and resource class room) made in terms of:
         • Improvement of academic achievement
         • Improvement of social adjustment and social skills
         • Improvement in self esteem
         • Improvements in terms of emotional security.
B. i) Integrating of children with special needs (advantages and disadvantages of):

ii) Which category of children with special needs are Integrated?

iii) What personnel, equipment and materials are needed for integrated teaching of children with special needs?

iv) What impact has Integration made in terms of:
   - Improvement of academic achievement
   - Improvement of social adjustment and social skills
   - Improvement in self esteem
   - Improvements in terms of emotional security.

C. Total Inclusion of children with special needs (advantages and disadvantages of):

i) Which category of children with special needs are included?

ii) How many children are in the inclusive program? What are their disabilities? What individualized teaching is given to them?

iii) What personnel, equipment and materials are needed for inclusive teaching of children with special needs?

iv) What impact has inclusion made in terms of:
   - Improvement of academic achievement
   - Improvement of social adjustment and social skills
   - Improvement in self esteem
   - Improvements in terms of emotional security

Q7. Is there any category or important area left out in this questionnaire? Feel free to add any other comment.
Appendix III
Diagram 1
Organization of the Municipality Resource Center 2011

From a power point program prepared by of the municipality.

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6 From a power point program prepared by of the municipality.
Appendix IV

Diagram 2

Continuum of Educational Services

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Limited support in the classroom</td>
</tr>
<tr>
<td>2</td>
<td>Comprehensive support in the classroom</td>
</tr>
<tr>
<td>3</td>
<td>Limited extra input</td>
</tr>
<tr>
<td>4</td>
<td>Extensive extra input</td>
</tr>
<tr>
<td>5</td>
<td>Part-time special/individual instruction</td>
</tr>
<tr>
<td>6</td>
<td>Whole-time special/individual instruction</td>
</tr>
<tr>
<td>7</td>
<td>Resource/special school</td>
</tr>
<tr>
<td>8</td>
<td>Special boarding school</td>
</tr>
</tbody>
</table>

Key

1. Limited support in the classroom
2. Comprehensive support in the classroom
3. Limited extra input
4. Extensive extra input
5. Part-time special/individual instruction
6. Whole-time special/individual instruction
7. Resource/special school
8. Special boarding school

7 From a power point program prepared by of the municipality.
Appendix V
Categorization of Challenges

Neuro-psychiatric challenges
- ADHD
- Autism
- Aspergers syndrome
- Tourettes syndrome
- Other

Social and emotion disturbances
- Agression
- Inner-directed
- Psychic illness, e.g. depression
- Other

Specific-reading-, writing-, och matematical difficulties

Dyslexia
Dyscalculia
Other

Illegal behavior

Drugs
Criminality
Other

Serious speech Impairment

Dyslexia

Physical challenges

Chronic illness
Hearing disability

Serious intellectual challenges

In middle school
Individualised/integrated Special School student
With rights to special schools and Special middle schools

Visual Impairment
Movement impairment
Other

*From a Municipality Power Point.*
Inclusive Education

A peaceful world is an inclusive world

Inclusion matters
INCLUSION

BETTER TOGETHER

VALUE HUMANITY

RESPECT

DIVERSITY
PRESENTED BY
MARIAM MEYNERT
WHAT IS INCLUSIVE EDUCATION?

- Inclusive education is based on the right of all learners to a quality education that meets basic learning needs and enriches lives. Focusing particularly on vulnerable and marginalized groups, it seeks to develop the full potential of every individual.

- The ultimate goal of inclusive quality education is to end all forms of discrimination and foster social cohesion.
CATEGORIES ON CHILDREN THAT NEEDS TO BE INCLUDED

- Children in remote tribal areas
- Working children
- Children with disabilities
- And ALL other children
- Street children
- Children of migrant labourers
- Girls living in difficult circumstances
- Children with HIV/AIDS and other chronic illness

Scope of Inclusive Education
A well thought out inclusive education programme has the potential to meet the diverse educational needs of ALL children.

Thought of the year 2004
INCLUSIVE SCHOOLS IN AN INCLUSIVE SOCIETY

Diagram:

- Whole school improvement for all
- Positive teacher attitudes
- Child-centred curriculum
- Flexible teaching methods
- Reduction in drop-outs and repeaters
- Well-supported teachers and schools
- Parent and community involvement
- Appropriate teaching aids and equipment
- Alternative methods of teacher education

Questions:

- Whole school improvement for all
- Flexible teaching methods

“Special need” is a term that covers a wide array of definitions. Children with special needs may have mild learning disabilities or profound mental retardation, food allergies or terminal illness, developmental delays that catch up quickly or remain entrenched, occasional panic attacks or serious psychiatric problems (specialchildren.about.com).

Depending on the condition, some of these children are able to go to mainstream schools, while others are more suited to special schools or home schooling.
INCLUSION FOR CHILDREN WITH SPECIAL NEEDS (CWSN)

➢ With regard to CWSN, inclusive education is an educational system that provides opportunities for special needs and talented students to pursue education at mainstream schools along with other neuro-typical or "normal" students.

➢ Inclusive education aims to give as many possible opportunities to students with physical, mental and social disabilities as well as talented students to receive quality education that is suitable to their needs. The regulation further states that such a system should appreciate diversity and the principle of non-discrimination.
DIFFERENCE BETWEEN INTEGRATION AND INCLUSION
CONCEPRUALIZING INTEGRATION AND INCLUSIVE EDUCATION

Integrated Education
- Therapy
- Rehabilitation

System stays the same
Child must adapt or fail

Inclusive Education

Flexible system:
- Children are different
- All children can learn
- Different abilities, ethnic groups, size, age, background, gender
- Change the system to fit the child

Change the child to fit the system
Make the square peg round
IMPEDIMENTS TO SUCCESSFUL INCLUSION

Inclusive Education

- Teacher's attitudes
- Poor quality training
- Rigid methods, rigid curriculum
- Lack of teaching aids and equipment
- Inaccessible environments
- Parents not involved
- Teachers and schools not supported
- Many drop-outs, many repeaters
UPGRADING TEACHING SKILLS FOR SUCCESSFUL INCLUSION

Teacher Education and Education for All

- Teachers upgrading themselves
- Collaboration among agencies of education
- Introduction of special education in initial teacher training colleges
- Review of existing teacher education
- Refresher courses for teachers
- Use of local materials as teaching aids in schools
- Motivation of teachers
- Strengthening the inspectorate division of the Ministry of Education
- Involvement of parents of children with disabilities
- Involvement of local communities
- Refresher courses for teachers and educational administrators
- Exchange programme for teachers and planners
- Child-centred education
POLICY FOR INCLUSIVE INTERVENTION

- Zero rejection policy
- Flexibility in planning
- Developing environment for CWSN
THE NEED TO BELONG

MASLOW’S HIERARCHY OF NEEDS: A PARADIGM FOR MOTIVATING LEARNING

ABRAHAM MASLOW
HIERARCHY OF NEEDS

SELF-ACTUALIZATION
Pursue Inner Talent
Creativity Fulfillment

SELF-ESTEEM
Achievement Mastery
Recognition Respect

BELONGING - LOVE
Friends Family Spouse Lover

SAFETY
Security Stability Freedom from Fear

PHYSIOLOGICAL
Food Water Shelter Warmth

Inversion of Maslow’s Paradigm

SELF-ACTUALIZATION
Pursue Inner Talent
Creativity Fulfillment

SELF-ESTEEM
Achievement Mastery
Recognition Respect

BELONGING - LOVE
Friends Family Spouse Lover

SAFETY
Security Stability Freedom from Fear

PHYSIOLOGICAL
Food Water Shelter Warmth
THE MAJOR EDUCATIONAL COMPONENTS IN CHILD-TO-CHILD EDUCATION
WHAT MAKES INCLUSION WORK?

- **LEA** - policy, redirected resources, staff attitudes
- **School** - positive leadership, articulated philosophy, shared aims, whole school SEN approach
- **Teachers** - commitment, skills, training, resources
- **Parents** - informed, supported, vocal, persuasive, assertive
- **Child** - pleasant disposition, cooperative, has some basic skills, 'deserving'
A PEACEFUL WORLD IS AN INCLUSIVE WORLD

Inclusion matters