

Autism And Special Education Policy In Mexico

Inclusive Education Disabling Policies? Singapore Mainstream Preschool Teachers and the Inclusion of Children with Special Needs in their Classroom Encyclopedia of Special Education Creating a High-Quality Education Policy System Concise Encyclopedia of Special Education Special Education Law and Policy Tracing Education Policy Handbook of Education Policy Research Special Educational Needs in the Early Years Policy, Provision and Practice for Special Educational Needs and Disability Reforming Special Education Provisions for Students with Disabilities Special Education The Role of Special Education Interest Groups in National Policy No Child Left Behind and the Transformation of Federal Education Policy, 1965-2005 International Issues in SEND and Inclusion Journal of Disability Policy Studies Education Policy Factors Contributing to Special Education Identification Exceptional Child Education Resources Felicity Armstrong Gillian Fulcher Kalavathi Sabapathy Cecil R. Reynolds Eryong Xue Cecil R. Reynolds Jacqueline A. Rodriguez David Phillips Lora Cohen-Vogel Ruth A. Wilson Peter Wood Richard Weatherley Northern Territory Department Of Education Staff Len Barton Tiina Itkonen Patrick J. McGuinn Alan Hodgkinson Sivan Tuchman

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first published in 2000 this book looks at inclusive education in the context of policy and practice in a number of different countries particularly in relation to children and young people of school age at the heart of the idea of inclusive education lie serious issues concerning human rights equal opportunities and social justice the papers in this book will hopefully contribute to stimulating further debate and dialogue over both the conceptualisation and understanding of a cross cultural approach to inclusion and exclusion

first published in 1989 this book is about integrating or mainstreaming policies looking specifically at how to improve circumstances for schoolchildren with disabilities or handicaps and their teachers the author draws on her experiences both within and outside the academic institution to conceptualise and theorise policy so as to place this policy in a political framework and locate it in a wider model of social life this model is then used to disentangle the nature and effects of policy practices surrounding integration and mainstreaming looking at practice in various parts of europe the us and australia at that time although written at the end of the 1980s this book discusses topics that are still relevant today

inclusive education is an area of growing interest worldwide over the past decade among policy makers education officers as well as parents this book tracks the development in the domain of special education in singapore tracing the provisions made for the inclusion of children with special needs into mainstream schools while it is observed that there have been actual policies in place to allow this shift in outlook at the primary and secondary level much more can be done at the preschool level children learn the basics of literacy and numeracy as well as life skills at a very young age hence it is important to provide the platform to form the foundation of their habits and attitudes at an early stage research has shown that inclusive education benefits children with special needs as they learn from observation and gain a sense of belonging and self worth through interaction with their typically developing peers inclusive education also serves to cultivate acceptance and understanding in typically developing children therefore it is important to ensure that more is done to implement inclusive education at the formative years of children some of the challenges faced in implementing inclusion at the preschool level have been identified and suggestions have been made to overcome these challenges this book intends to create awareness as well as to push for actual changes in the education policies so that inclusive education will be embraced by all and become a reality on a larger scale

offers a thoroughly revised comprehensive a to z compilation of authoritative information on the education of those with special needs

this book explores how to shape a high quality education system in contemporary china s education policy system the high quality education system includes several dimensions such as teacher ethics school family cooperative system teacher promotion the balanced compulsory education system the integrated rural and urban education pre schoolings special education system diversified high school system vocational education world class universities minority group education private education off campus training and online education system

the concise encyclopedia of special education second edition is a comprehensive resource for those working in the fields of special education research and practice featuring reviews of assessment instruments and teaching approaches legal issues overviews of specific learning disabilities dozens of biographies and more this complete desk reference is an indispensable guide for professionals academics and students alike named an american library association top 25 reference of the year in its first edition the concise encyclopedia serves

as an important reference for the education of handicapped and other exceptional children written and edited by highly regarded and respected experts in the fields of special education and psychology this authoritative resource guide provides a reference base for educators as well as professionals in the areas of psychology neuropsychology medicine health care social work and law additionally this acclaimed reference work is essential for administrators psychologists diagnosticians and school counselors as well as parents of the handicapped themselves what's new in this edition comprehensive coverage of new legislation such as individuals with disabilities act idea and the americans with disabilities act cultural competence in special education including new material on culturally linguistically diverse students many new entries including notable biographies new service delivery systems special education laws new assessment instruments cross cultural issues neuropsychology and use of the internet in research and service delivery some of the topics covered academic assessment achievement tests addictions bilingual education child and adolescent behavior management counseling with individuals and families with disabilities early childhood education gifted education intelligence tests mathematics disabilities psychoeducational methods rehabilitation socioeconomic status special education parent and student rights traumatic brain injury

understanding the relationship between law advocacy and special education is crucial for those who educate and advocate on behalf of students with disabilities special education law and policy from foundation to application provides a framework for understanding and implementing the law as it applies to students with disabilities and their families dr rodriguez and dr murawski crafted a textbook that distills complex legal concepts into a digestible format to ensure readers understand their roles as teachers counselors administrators and advocates their clear and accessible style of writing is intended for students and practitioners and offers case law and real world examples to highlight the effective application of both law and policy with contributions from experienced educators and legal professionals readers will gather the foundational knowledge they need to support students families and schools this is the text that every administrator teacher and advocate will want at their fingertips key features authentic case studies of challenging issues resolved from different perspectives chapter objectives and summaries to improve retention boxes throughout the text with key terms concepts and checks for understanding putting it in practice and application in action boxes with real world examples from case law for further consideration sections at the end of each chapter with discussion questions case law and additional resources

this book brings together key articles that trace the development of british education policy since 1975 and provides a valuable route map to developments within education policy during this period it includes twenty six seminal articles from the oxford review of education written by many of the leading authors in the field and covering issues and topics with a wide significance beyond britain in one easy to access place this authoritative reference book provides a collection of articles that have made an important impact on policy studies and cover a broad range of significant policy issues including equality in education school effectiveness special educational needs school choice fourteen to nineteen education the structure of the educational system the book has been compiled by the current editors of the journal to show the development of the field and their specially written introduction contextualises the selection and introduces students to the main issues and current thinking in the field

the second edition of the handbook of education policy research the largest volume published in aera s history addresses a variety of policy and contextual issues in early childhood k 12 and postsecondary education that have received extensive empirical attention during the past 15 years with the pandemic and social turmoil as a backdrop the editors build on the breadth and depth of the first edition while expanding the scope of the project to include subjects methods theories and analyses that have contributed powerfully to the study of education policy and politics in the 2010s and 2020s the field has become more comprehensive and inclusive and the authors represent a diversity of racial ethnic and gender identities and intellectual and disciplinary orientations most chapters come from multiple authors reflecting the multi sourced development of research in education policy since the first volume was published this compilation consists of 70 chapters and nine commentaries that map past present and future directions of the field and richly attend to critical issues of interest to students researchers policy makers and practitioners

this fully revised and updated edition takes into account current changes in educational policy to provide the reader with comprehensive information about understanding and working with young children with special needs

this book showcases the diverse nature of policy provision and practice for special educational needs and disability send across different international settings situated across a backdrop of varied international policies relating to inclusion the book offers insights into the rhetoric of send policy and practice across a range of settings to contribute to our understanding of send provision it explores the complexities concerns and challenges experienced by staff pupils parents and carers in contemporary education settings chapters draw on empirical research and are structured around four parts special education needs and disability within policy stakeholder perceptions and experiences of send provision meeting the needs of send children and moving towards inclusive practice the volume will challenge thought stimulate critique and provoke debate in the field of special educational needs both locally and globally and will be of interest to researchers and postgraduate students in the field of inclusive education special needs education and comparative education

focusing on massachusetts innovative special education reform law chapter 766 reforming special education traces the complex processes through which an ostensibly universalistic and equitable policy can produce a biased distribution of public benefits favoring affluent clients reforming special education examines three massachusetts school systems and seven schools within those systems to determine whether laws formulated to alter practices in educating children who are deaf blind retarded and physically handicapped actually result in fair and uniform treatment of children with special needs or whether they just create more work for school personnel the book discusses individual and community wealth as factors in the allocation of funds despite massachusetts equalizing formula it points out that rich districts often fare better than poor ones because they have the resources and sophistication necessary to challenge funding decisions the book also reveals that bureaucrats who are charged with carrying out the changes are victimized by new laws which for lack of resources they cannot hope to put into effect because the street level bureaucrats front line personnel develop informal means of coping with these problems and with their jobs they distort the policy they are charged with implementing and become policy

makers in their own right weatherley concludes that policy initiatives must take into account potential effects on the daily work routines of those charged with implementing them these findings have dramatic implications for all human service bureaucracies where front line staff interact with the public hospitals police departments public welfare and employment offices mental health centers and lower courts students of public policy educators social workers or anyone involved in public service employment will find this a scholarly yet highly readable account of the organizational constraints to bureaucratic reform

primarily concerned with mental subnormality and maladjustment

this is an important book for readers with a specific interest in special education policy and political scientists who are more generally interested in the broader questions of public policy making itkonen investigates what types of groups participate in special education somewhere on a continuum between interest group and social movement the relationship between group types and how they frame policy interests how groups negotiate differences among themselves and with policy makers and the relationships between a group s organizational character its choice of targets and strategies how it frames its policy interest its arenas of action its effectiveness in the legislative and judicial arenas and the kinds of issue positions it takes

education is intimately connected to many of the most important and contentious questions confronting american society from race to jobs to taxes and the competitive pressures of the global economy have only enhanced its significance elementary and secondary schooling has long been the province of state and local governments but when george w bush signed into law the no child left behind act in 2002 it signaled an unprecedented expansion of the federal role in public education this book provides the first balanced in depth analysis of how no child left behind nclb became law patrick mcguinn a political scientist with hands on experience in secondary education explains how this happened despite the country s long history of decentralized school governance and the longstanding opposition of both liberals and conservatives to an active reform oriented federal role in schools his book provides the essential political context for understanding nclb the controversies surrounding its implementation and forthcoming debates over its reauthorization how the struggle to define the federal role in school reform took center stage in debates over the appropriate role of the government in promoting opportunity and social welfare he places the evolution of the federal role in schools within the context of broader institutional ideological and political changes that have swept the nation since the 1965 elementary and secondary education act chronicles the concerns raised by the 1983 report a nation at risk and shows how education became a major campaign issue for both parties in the 1990s mcguinn argues that the emergence of swing issues such as education can facilitate major policy change even as they influence the direction of wider political debates and partisan conflict mcguinn traces the republican shift from seeking to eliminate the u s department of education to embracing federal leadership in school reform then details the negotiations over nclb the forces that shaped its final provisions and the ways in which the law constitutes a new federal education policy regime against which states have now begun to rebel and that only by understanding the unique dynamics of national education politics will reformers be able to craft a more effective

national role in school reform

international issues in send and inclusion brings together a collection of cutting edge researches on approaches to special education needs and disability education across 6 continents and within 12 countries written by authors who are experts in their own countries in relation to special educational needs and disability the book provides a unique knowledge and understanding of different international perspectives in special educational needs disability and inclusion the chapters present extended case studies and reflect on current policy practice and theory within that context challenging assumptions which can dominate the policy and practice of inclusive education each of the six continents has a separate section and introduction within the book to offer a relevant approach and context for analysis the book will be of great interest to academics researchers and postgraduate students in the fields of inclusion special educational needs and disability teacher education and comparative education

vital to the discussion around special education is the topic of identification and de identification as having a disability that impacts one s education variation in special education enrollment across geographic locations racial groups and schooling sectors causes researchers to question the process and incentives involved in identification and de identification the studies that comprise this dissertation aim to analyze the effects that educational policies have on special education identification and subsequent enrollment specifically the studies cover the special education finance school accountability and school choice policies the special education finance reform effort of switching from a prospective to a capitation funding system over the last 20 years provides the opportunity to employ an event study framework to determine the average effect of these policy changes on special education enrollment building on prior research on this topic this study analyzes data from all 50 states and d c on special education enrollment and school resources from 1991 2013 in implementing the no child left behind act of 2001 nclb states had flexibility to determine the minimum size of subgroups to provide statistical reliability along with accountability for as many schools as possible if a school s enrollment of a subgroup did not meet the state s minimum subgroup size the proficiency of the students in the group was not calculated as part of ayp for this reason we anticipate seeing a cliff in which rates of students with disabilities drop significantly at the cutoff demonstrating a school s response to accountability incentives we use data from over 1 000 arkansas schools for the years 2004 05 to 2013 14 in a school level fixed effects analyses to show how falling below the minimum subgroup cutoff of 40 is associated with a decrease in students with disabilities at a school lastly we conduct the first experimental analysis of the impact of enrollment in a private school choice program on special education identification and de identification using data for almost 2 000 students who were randomly assigned to private schools in the louisiana scholarship program lsp we analyze the local average treatment effects of the program on the probability of a student being identified or de identified in special education

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