

שאלתה: מדיניות שילוב תלמידים עם מוגבלויות

Policy for integrating students with disabilities, Inclusion

.1

An Application of the Theory of Planned Behavior to Examine the Impact of Classroom Inclusion on Elementary School Students.

Authors:

Campbell, Michael1 micampbe@nemours.org

Source:

Journal of Evidence-Based Social Work. 2010, Vol. 7 Issue 3, p235-250. 16p. 4 Charts.

Document Type:

Article

Subject Terms:

- *INCLUSIVE education
- *SOCIAL justice
- *SOCIAL integration
- *EDUCATION research
- *EDUCATIONAL surveys
- *CLASSROOM environment
- *STUDENTS with disabilities
- *DECISION making
- *GOVERNMENT policy

Author-Supplied Keywords:

and theory

equity

inclusion

Social justice

NAICS/Industry Codes:

611710Educational Support Services

611699All Other Miscellaneous Schools and Instruction

923110Administration of Education Programs

Abstract:

Classroom inclusion serves as the most discussed service delivery model in the debate over the most appropriate way to provide education for students with disabilities. Integrating students with disabilities with nondisabled peers may increase attitudes of acceptance, but the literature also indicates that placement alone does not yield an increase in interaction between these two groups of peers (Brinker & Thorpe, 1986; Fryxer & Kennedy, 1995; Kennedy, Shulka, & Fryxell, 1997). This study investigated the impact of classroom inclusion on nondisabled students. Using survey research methods and guided by the Theory of Planned Behavior (Ajzen, I. [1985]. From intentions to actions: A theory of planned behavior. In J. Kuhl & J. Beckman [Eds.], Action-control: From cognition to behavior [pp. 11-39]. Heidelberg: Springer), 593 responses were obtained from a convenience sample of 936 third, fourth, and fifth grade students and their parents from 52 classrooms spread across six different schools. Survey results were also collected from these students' parents and their teachers and used to add a richer depth to the data analysis. Implications for policy and practice are drawn. Limitations and recommendations for future research are also indicated.

2.

Integrazione scolastica and the development of inclusion in Italy: does space matter?

Authors:

D'Alessio, Simona1 simonadalessio@yahoo.it

Source:

International Journal of Inclusive Education. May2012, Vol. 16 Issue
5/6, p519-534. 16p.

Document Type:

Article

Subject Terms:

- *RATIONALIZATION (Psychology)
- *SCHOOL integration -- Law & legislation
- *EDUCATION & state
- *POLICY analysis
- *INCLUSIVE education

Geographic Terms:

ITALY

Author-Supplied Keywords:

- disability
- inclusive education
- integrazione scolastica
- mainstream settings
- policy analysis
- rationalisation
- spatialisation

NAICS/Industry Codes:

- 923110Administration of Education Programs
- 913910Other local, municipal and regional public administration
- 912910Other provincial and territorial public administration

Abstract:

This article interrogates the mechanisms of spatialisation (Imrie, 1996; Armstrong, 2003) and rationalisation (Foucault, 1977; Foucault, 1980; Foucault, 1982) as applied to disabled students within the Italian policy of integrazione scolastica (school integration). It is argued that a spatial reading of an integration policy in mainstream schools may

require a type of analysis distinct from the one used for a spatial reading of a policy of special schooling in segregated settings. This is because within mainstream settings, spatialising processes and rationalisation procedures are of a different type, and segregation practices are often invisible or less detectable. This argument is substantiated through an unconventional reading of integrazione scolastica that seeks to go beyond a traditional debate that opposes integration to segregation practices and that investigates the theoretical premises in which the Italian policy is embedded. Evidence of how the use of space and place in schools may contribute to the reproduction of forms of micro-exclusion is provided with examples drawn from the findings of two research projects conducted in lower secondary schools in Italy.

3.

Challenges in Implementing Inclusive Education in Ireland: Principal's Views of the Reasons Students Aged 12+ Are Seeking Enrollment to Special Schools.

Authors: Kelly, Aine¹

Devitt, Catherine¹

O'Keffee, Donal¹

Donovan, Anne Marie¹. Source: Journal of Policy & Practice in Intellectual Disabilities. Mar2014, Vol. 11 Issue 1, p68-81. 14p.
.Document Type: Article. Subject Terms: *CURRICULA (Courses of study(

*STUDENTS with disabilities

*LEARNING disabilities

*MAINSTREAMING in special education

*PEOPLE with mental disabilities

*SCHOOL administrators

*STATISTICS

*U-statistics

*SPECIAL education schools

*DATA analysis software

*DESCRIPTIVE statistics.Geographic Terms:IRELAND.Author-Supplied

Keywords:inclusive education

intellectual disabilities

special education administrators

special educational needs

transition adjustment.Abstract:In Ireland, an increasing number of students with special educational needs are leaving mainstream schools and enrolling in special education schools. A comparable context is countries that share an inclusion ideology and are at the implementation stage of inclusive education. The authors sought to investigate the reasons why students aged 12+ are leaving mainstream education and transferring to special schools, and to identify what burden this places on the special schools. Data were obtained from questionnaires sent to 54 special school principals. These administrators reported on their experiences with 246 transfer students. Descriptive analysis, Kruskal- Wallis, Mann- Whitney U, and exact tests of significance were conducted between school groups and level of agreement with perceived difficulties. The principals reported an increasing trend (40% over 5 years) in students enrolling in special schools. The main reason given for the students leaving mainstream schools was the failure of mainstream schools to meet their academic, social, emotional, behavioral, and access-to-health resource needs. Adjustment and integration problems resulted from a lack of transition planning, entering too late into the special school curriculum, and an over-dependency on supports. Students were reported to display a lack of self-confidence, classroom disengagement, peer interaction

difficulties, and challenging behavior, and these dysfunctions were attributed to the mismatch between the students' educational and other special needs and the educational environments.

4.

Pre-service teacher training and special educational needs in England 1970-2008: is government learning the lessons of the past or is it experiencing a groundhog day?

.Authors:Hodkinson, Alan¹

A.J.Hodkinson@ljmu.ac.uk.Source:European Journal of Special Needs Education. Aug2009, Vol. 24 Issue 3, p277-289. 13p. .Document Type:Article.Subject Terms:*TEACHER training

*SPECIAL education

*EDUCATIONAL standards

*CLASSROOM activities

*EFFECTIVE teaching

*EDUCATIONAL planning

*SELF-confidence

*STUDENTS with disabilities.Geographic Terms:ENGLAND.Author-Supplied Keywords:disability

inclusion

integration

ITT

SEN

teacher training.NAICS/Industry Codes:923110 Administration of Education Programs.Abstract:The paper outlines the findings from a literature review of the English government's response to the issue of training pre-service teachers in the delivery of effective special educational needs support. The review's findings detail that although educational practice in mainstream classrooms has changed

considerably since the 1970s the training of pre-service teachers with regards to special educational needs has seemingly changed very little. The paper argues that the government needs to re-think radically its policy of inclusion to ensure that a coherent plan is formulated which enables higher education institutions' initial teacher training programmes to train students who are competent and confident in their abilities to work with children with special educational needs and/or disabilities.

5.

Inclusion of Children With Disabilities in Physical Education: A Systematic Review of Literature From 2009 to 2015.

Authors:

Wilhelmsen, Terese1 terese.wilhelmsen@nih.no

Sørensen, Marit1

Source:

Adapted Physical Activity Quarterly. Jul2017, Vol. 34 Issue 3, p311-337. 27p. 1 Diagram, 1 Chart.

Document Type:

Article

Subject Terms:

*ATTITUDE (Psychology)

*INFORMATION storage & retrieval systems

*PSYCHOLOGY information storage & retrieval systems

*MAINSTREAMING in special education

*PARENTS

*PHYSICAL education

*RESEARCH

*SPORTS

*TEACHERS

- *SYSTEMATIC reviews (Medical research)
- *EVIDENCE-based medicine
- *PROFESSIONAL practice
- *CHILDREN with disabilities
- *THEMATIC analysis
- *DATA analysis software

Author-Supplied Keywords:

disability

inclusive education

integration

special educational needs

NAICS/Industry Codes:

611620Sports and Recreation Instruction

713940Fitness and Recreational Sports Centers

Abstract:

This systematic review examines research published from 2009 to 2015 on inclusion of children with disabilities in physical education according to the PRISMA guidelines. We have used a stakeholder approach as a framework for organizing and discussing the results. The searches yielded 535 studies, of which 112 were included. The systematic review outlines which stakeholder perspectives received the most attention, the main themes and findings, the methodological trends that governed the research contribution, and the country of data collection. The main findings indicated that perspectives of pre- and in-service teachers and studies of attitudes still dominate the research contributions. The strengths and limitations of the research conducted to date highlight that several other perspectives need to be discussed. Especially important is seeking information from children with disabilities themselves. Other barriers and facilitators perceived by those actively involved in the inclusion process need to be sought.

6.

Geel's Family Care Tradition: Care, Communities, and the Social Inclusion of Persons with Disabilities.

Authors:

McCrary, Lorraine Krall¹

Source:

Journal of Literary & Cultural Disability Studies. 2017, Vol. 11 Issue 3, p285-301. 17p.

Document Type:

Article

Subject Terms:

*LONG-term care facilities

*SOCIAL integration

*PEOPLE with disabilities -- Social conditions

*HUMAN rights

*CULTURAL studies

Geographic Terms:

GEEL (Belgium(

NAICS/Industry Codes:

623311Continuing Care Retirement Communities

623110Nursing Care Facilities (Skilled Nursing Facilities(

Abstract:

The human right to social inclusion is not well secured by the state alone. Rather, communities must be welcoming and flexible, adjusting to the contributions and needs of persons with disabilities. Attending to the practice of placing boarders with mental illness in family homes in Geel, Belgium--which integrates persons with disabilities not only into the family, but also into the town--highlights the limits of a legalistic approach to human rights, as well as the benefits of a cultural studies

approach to rights. By examining the cultural practice of Geel, this article shows that the work of care can create inclusive communities. Though care has its own weaknesses--it can create power asymmetries and facilitate paternalism--this risk is moderated by the practice of reciprocal care, where care is given and received by both boarders and families.

7.

DISABILITY AND THE LAW: AN ESSAY ON INCLUSION, FROM THEORY TO PRACTICE.

Authors:

ATKINS, DANIEL G.1

HAYMAN JR., ROBERT L.2

Source:

Widener Law Review. 2017, Vol. 23 Issue 2, p167-185. 19p.

Document Type:

Article

Subject Terms:

*DISABILITIES

*MENTAL disabilities

*ENLIGHTENMENT

*BIOLOGICAL models

People:

STIKER, Henri-Jacques

Abstract:

I want future generations to know that we are a people who see our differences as a great gift, that we're a people who value the dignity and worth of every citizen: man and woman, young and old, Black and White, Latino, Asian, immigrant, Native American, gay, straight, Americans with Mental Illness or physical disability.

8.

From attitudes to practice: utilising inclusive teaching strategies in Kenyan primary schools.

Authors:

Elder, Brent C.1

Damiani, Michelle L.1

Oswago, Benson O.2

Source:

International Journal of Inclusive Education. Apr2016, Vol. 20 Issue 4, p413-434. 22p.

Document Type:

Article

Subject Terms:

*INCLUSIVE education

*TEACHING methodology

*PRIMARY schools

*DISABILITY laws

*EDUCATIONAL benefits

Author-Supplied Keywords:

capacity-building

Eastern Africa

international disability law

international inclusive education

UNCRPD

Abstract:

The purpose of this paper is to provide evidence of Kenyan primary school teachers using inclusive teaching strategies in a rural setting with many known barriers to the development of a sustainable inclusive education system. This qualitative study examines teachers' uses of

inclusive teaching strategies in primary schools following a series of teacher trainings, classroom observations, individual semi-structured teacher conferences, reflective lesson plans, and pre- and post-questionnaires. Moving beyond legal mandates and attitudinal assessments, the outcomes of this study demonstrate that in a short time, and among a small sample of teachers, administrators, and Ministry officials, a culturally responsive approach to implementing inclusive learning strategies proved beneficial for meeting the needs of diverse primary school students in western Kenya.

9.

**Telecommunications policy and individuals with disabilities:
Issues of accessibility and social inclusion in the policy and
research agenda**

Authors:

Jaeger, Paul T.1 jaeger@lis.fsu.edu

Source:

Telecommunications Policy. Mar2006, Vol. 30 Issue 2, p112-124. 13p.

Document Type:

Article

Subject Terms:

*TELECOMMUNICATION policy

*INFORMATION & communication technologies

*COMMUNICATION in services for people with disabilities

*PEOPLE with disabilities

Author-Supplied Keywords:

Access

Accessibility

Disability

Universal access

Universal service

Usability

NAICS/Industry Codes:

517910Other telecommunications

517911Telecommunications Resellers

517919All Other Telecommunications

Abstract:

Abstract: Information and communications technologies have become an integral part of life in an information society, affecting employment, education and many other daily activities. For individuals with disabilities, equal access to telecommunications remains a concern, as many technologies that are developed do not allow for equal access. Law and policy have made significant progress in some nations, but sizeable barriers remain to the social inclusion of individuals with disabilities in telecommunications technologies and services. This paper examines the importance of equal access to telecommunications for individuals with disabilities in both the formulation and the implementation of policy. Analyzing issues of policy and implementation, this paper discusses policy questions and potential areas of research to better understand the relationship of telecommunications policy to access for persons with disabilities.

10.

Disabling discourses and human rights law: a case study based on the implementation of the UN Convention on the Rights of People with Disabilities.

Authors:

Liasidou, Anastasia1

Source:

Discourse: Studies in the Cultural Politics of Education. Feb2016, Vol. 37 Issue 1, p149-162. 14p.

Document Type:

Case Study

Subject Terms:

*FOREIGN language education

*INCLUSIVE education

*SPECIAL education

*HUMAN rights

*EDUCATIONAL quality

CYPRUS

Author-Supplied Keywords:

disability

discourse

human rights

language

legislation

special education

NAICS/Industry Codes:

611630Language Schools

Abstract:

This article examines the symbolic power of language to construct and convey disabling discourses, albeit ample rhetoric, on the need to reinstate and safeguard disabled people's human rights and entitlements. The role of language and its discursive ramifications need to be explored and problematized in the light of legal mandates and antidiscrimination legislation to abolish stigmatizing and exclusionary regimes on the grounds of disability. Such a critical engagement necessitates a reflective knowledge and constant interrogation of the ways in which language is implicated in power interplays to construct

meanings and to legitimize/conceal existing power inequities. The article uses critical discourse analysis in order to discuss the role of language in the construction, sustenance, and dissemination of disabling discourses, taking as an example the First Report of Cyprus on the Implementation of the UN Convention on the Rights of People with Disabilities.

11.

Implicit Assumptions in Special Education Policy: Promoting Full Inclusion for Students with Learning Disabilities.

Authors:

Kirby, Moira1 moira.kirby@temple.edu

Source:

Child & Youth Care Forum. Apr2017, Vol. 46 Issue 2, p175-191. 17p.

Document Type:

Article

Subject Terms:

- *PHILOSOPHY of education
- *STUDENTS with disabilities
- *MAINSTREAMING in special education
- *SCHOOLS
- *SOCIAL norms
- *SPECIAL education
- *STIGMA (Social psychology)
- *GOVERNMENT policy
- *EDUCATIONAL outcomes

Geographic Terms:

UNITED States

Author-Supplied Keywords:

Inclusion

Learning disabilities

Least restrictive environment

Special education policy

NAICS/Industry Codes:

611110Elementary and Secondary Schools

611699All Other Miscellaneous Schools and Instruction

Abstract:

Introduction: Everyday millions of students in the United States receive special education services. Special education is an institution shaped by societal norms. Inherent in these norms are implicit assumptions regarding disability and the nature of special education services. The two dominant implicit assumptions evident in the American educational system are the view that disability is deviant and should be eradicated and the assumption that all special services should be delivered in a separate environment. Methods: A review of literature was conducted to reveal trends in special education. In particular, inclusive practices, Response to Intervention (RTI), and student achievement were examined. Conclusion: This paper argues that while federal policy was created in an effort to promote access to general education, the practices of our educational institutions perpetuate isolation. New assumptions must be created to promote access and equality for students with learning disabilities. True inclusion, where students with learning disabilities are fully included in the general education classroom, can help to reinforce new assumptions.

12.

Rights of People with Intellectual Disability in Cyprus: Policies and Practices Related to Greater Social and Educational Inclusion.

Authors:

Symeonidou, Simoni1

Source:

Journal of Policy & Practice in Intellectual Disabilities. Jun2015, Vol. 12
Issue 2, p120-131. 12p.

Document Type:

Article

Subject Terms:

- *EDUCATION of people with mental disabilities
- *MAINSTREAMING in special education -- Law & legislation
- *STUDENTS with disabilities
- *HUMAN rights
- *INTERNET
- *MAINSTREAMING in special education
- *PROFESSIONAL practice
- *GOVERNMENT policy
- *JUDGMENT sampling
- *CHILDREN with disabilities
- *INDEPENDENT living

Geographic Terms:

ISLANDS of the Mediterranean

Author-Supplied Keywords:

Cyprus

education

independent living

intellectual disability

UN Convention on the Rights of Persons with Disabilities

Company/Entity:

UNITED Nations

NAICS/Industry Codes:

517110Wired Telecommunications Carriers

519130Internet Publishing and Broadcasting and Web Search Portals

611110Elementary and Secondary Schools

919110International and other extra-territorial public administration

928120International Affairs

Abstract:

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) is the framework for national policies and practices that respect the rights of people with disabilities. UN and European human rights entities produce reports that could be used by advocacy groups, such as organizations for people with disabilities, to hold governments accountable for their commitment to international law. This paper focuses on the extent to which policies and practices concerning the education and independent living of people with intellectual disability in Cyprus allow for the full enjoyment of rights under Articles 19 and 24 of the UNCRPD. Data were gathered through a systematic web search for documents of local, international, and European bodies, covering the period April 2007 to July 2014. Documents reviewed included annual reports, country reports, legislative documents, conference papers, and newspaper articles. Findings show that the Republic of Cyprus has not taken significant measures to implement Articles 19 and 24 of the UNCRPD. Existing policies and practices greatly restrict people with intellectual disability from exercising their human rights and fail to promote social and educational inclusion. The study raises questions about the essential nature of policies and practices for people with intellectual disability that may inform the debate in other national contexts.

13.

[Inclusion in Singapore: a social model analysis of disability policy.](#)

Authors:

Zhuang, Kuansong¹

Source:

Disability & Society. Jun2016, Vol. 31 Issue 5, p622-640. 19p.

Document Type:

Article

Subject Terms:

*SOCIAL integration -- Government policy

*PEOPLE with disabilities

*GOVERNMENT policy

*DISABILITY studies

*SOCIAL model of disability

*SERVICES for people with disabilities

*FAMILIES & economics

*GOVERNMENT policy -- Evaluation

*FAMILIES

*LEGAL status of people with disabilities

*PEOPLE with disabilities -- Psychology

*PUBLIC welfare

*SECONDARY analysis

SINGAPORE -- Politics & government -- 21st century

PUBLIC welfare statistics

Geographic Terms:

SINGAPORE

Author-Supplied Keywords:

disability

Inclusion

Singapore

social model

welfare state

NAICS/Industry Codes:

624120Services for the Elderly and Persons with Disabilities

923130Administration of Human Resource Programs (except Education, Public Health, and Veterans' Affairs Programs)

525120Health and Welfare Funds

624190Other Individual and Family Services

624230Emergency and Other Relief Services

Abstract:

A rhetoric of inclusion and increased social spending within a global context of austerity cuts has dominated disability policies in Singapore today. However, there is a lack of academic works that take a critical disability studies view towards the analysis of disability in Singapore. This work aims to address this gap by adopting a critical social model-led analysis of disability policies in Singapore. The article examines the rhetoric of inclusion, how disability is defined and its implementation through various policies in Singapore. It will examine the underpinnings of disability in Singapore today and its impact on the lives of disabled people.

14.

Disability and employment policy in the Israeli welfare state: between exclusion and inclusion.

Authors:

Holler, Roni¹

Source:

Disability & Society. Oct2014, Vol. 29 Issue 9, p1369-1382. 14p.

Document Type:

Article

Subject Terms:

*EMIGRATION & immigration

*ETHNIC groups

*EMPLOYMENT of people with disabilities

- *MATHEMATICAL models
- *PEOPLE with disabilities
- *PUBLIC welfare
- *THEORY
- *GOVERNMENT policy

Geographic Terms:

ISRAEL

Author-Supplied Keywords:

employment

Israel

social model of disability

welfare state

NAICS/Industry Codes:

624230Emergency and Other Relief Services

923130Administration of Human Resource Programs (except Education, Public Health, and Veterans' Affairs Programs)

525120Health and Welfare Funds

624190Other Individual and Family Services

Abstract:

Based on the social model(s) of disability, this article seeks to analyse the historical development of Israeli employment policy toward disabled people during the first decade and a half of its existence (1948–1965). Findings from primary and secondary sources suggest that throughout this period disabled people, mainly immigrants, found themselves at the lowest echelons of Israeli society and the labour market. Furthermore, the Israeli welfare state offers an interesting case study of the gap between a welfare state's stated adherence to social justice and the more limited, and even contradictory, outcomes of its policies. Our discussion suggests that a valuable way of reframing our findings can be found in the critique of de-commodification as an inadequate

concept and in the use of related concepts such as re-commodification and quasi-commodification.

15.

Policy and Practice: Knowledge and Beliefs of Education Professionals Related to the Inclusion of Students with Disabilities in a State Assessment.

Authors:

Crawford, Lindy1 mcrawfor@uccs.edu

Tindal, Gerald2

Source:

Remedial & Special Education. Jul/Aug2006, Vol. 27 Issue 4, p208-217. 10p. 7 Charts.

Document Type:

Article

Subject Terms:

*EDUCATIONAL tests & measurements

*STUDENTS with disabilities

*RATING of students

*TEACHER-principal relationships

*EDUCATIONAL accountability

*EDUCATIONAL evaluation

*SPECIAL education

*EDUCATION & state

Geographic Terms:

OREGON

NAICS/Industry Codes:

923110Administration of Education Programs

913910Other local, municipal and regional public administration

912910Other provincial and territorial public administration

Abstract:

Questions related to the inclusion of students with disabilities in the Oregon statewide assessment program were sent to 1,201 special education teachers and 625 principals representing Grades K-12. Teachers and principals responded positively to questions probing their knowledge of statewide policy and their understanding of how to acquire information from the state education department related to test policy. A significant difference between teachers and principals existed on numerous policy questions. Differences were also found between principals and special education teachers on questions related to the usefulness of test results in guiding instructional programs and improving school accountability efforts; on these questions, teachers consistently responded less favorably than principals. Both groups felt that very few parents understood individual test reports for their children.

16.

Evidence on inclusion and support for learners with disabilities in mainstream schools in South Africa: off the policy radar?

Authors:

Pather, Sulochini1 s.pather@roehampton.ac.uk

Source:

International Journal of Inclusive Education. Dec2011, Vol. 15 Issue 10, p1103-1117. 15p. 1 Graph.

Document Type:

Article

Subject Terms:

*SECONDARY education

*EDUCATION & state

*SCHOOLS

*COMMUNITY support

Geographic Terms:

SOUTH Africa

Author-Supplied Keywords:

barriers

disability

inclusion

mainstream

policy

rural

secondary

South Africa

support

NAICS/Industry Codes:

912910Other provincial and territorial public administration

913910Other local, municipal and regional public administration

923110Administration of Education Programs

611110Elementary and Secondary Schools

611699All Other Miscellaneous Schools and Instruction

Abstract:

Since the move towards inclusion in line with international trends and South Africa's attempts to address issues of marginalisation and discrimination amongst all learners, including those with special needs and disabilities, it has become evident on perusal of various research studies and reviews that there is an obsession with how far we have come since the introduction of an inclusive education policy in 2001 which formalises a strategy to ensure increased access and support for all learners within the system, including those with special needs and disabilities. There is an inherent assumption that we have not arrived as yet, and research suggests a continuing scepticism and lack of

confidence amongst educators in mainstream settings to support children with disabilities in their schools and classrooms. This article focuses on research which shows that learners with disabilities are in fact being successfully included within one of these mainstream schools, by default and with a range of available support, despite not being designated as a 'full-service school'. The study is based on interviews with students with physical disabilities in a Black rural secondary school, as well as observations and interviews with staff and non-disabled students. Findings reveal an existence of teacher, peer and community support, including from a neighbouring special school, suggesting a notion of inclusion which was about naturally putting values into action. Such practice, I argue, remains obscure and off the policy radar in South Africa.

17.

Feature: Promoting social inclusion for children and adults on the autism spectrum - reflections on policy and practice.

Authors:

Roberts, Rachel1

Beadle-Brown, Julie1 j.d.beadle-brown@kent.ac.uk

Youell, Darran1

Source:

Tizard Learning Disability Review. Oct2011, Vol. 16 Issue 4, p45-52.

8p.

Document Type:

Article

Subject Terms:

*SOCIAL isolation

*PREVENTION

*AUTISM

- *AUTISM in children
- *HUMAN rights
- *MEDICAL policy
- *SOCIAL skills
- *PROFESSIONAL practice

Geographic Terms:

GREAT Britain

Author-Supplied Keywords:

Autism

Awareness and attitudes

Community integration

Human rights (law(

Social inclusion

NAICS/Industry Codes:

923120Administration of Public Health Programs

Abstract:

Purpose - The purpose of this paper is to discuss the issue of social inclusion for people with autism spectrum conditions. Design/methodology/approach - Drawing on current policy and good practice guidelines as well as the experience of people with autism and those who support them, this paper considers how well legislation, policy, and good practice are currently implemented with regard to improving the social inclusion of children and adults with autism spectrum conditions. Findings - International and UK policy sets out the rights of children and adults with disabilities to live a good life in the community, with reasonable adjustment to be made by society to ensure this is possible. However, the practical and strategic implementations of policies to ensure these rights for people with autism are still not fully in place. Originality/value - This discussion takes into consideration the views of carers and support professionals

and the direct experiences of those with autism as well as policy and published guidance.