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Special Education and School Reform in the United States and Britain



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**Alan Carr, Christine Linehan, Gary
O'Reilly, Patricia Noonan Walsh, John
McEvoy**

Special Education And School Reform In United States And Britain:

Special Education and School Reform in the United States and Britain Maggie McLaughlin, 2002-01-22 This book is about how special education policy and practice is being negotiated within the context of educational reform in two countries The political climate of recent years in both Britain and the USA led to many changes along similar lines with a move towards placing greater power and choice in the hands of those individuals with special educational needs Each chapter provides an overview and comparative analysis of the origins and evolution of specific educational reforms in the USA and the UK The themes explored include providing parents with greater choice decentralising decision making making the whole curriculum available to all accountability funding the necessary changes *Special Education International Perspectives* Anthony F. Rotatori, Jeffrey P. Bakken, Festus E. Obiakor, Sandra Burkhardt, Umesh Sharma, 2014-08-26 This volume provides an international perspective on special education issues There is limited literature examining issues in special education from an international perspective as such this volume will add considerably to the knowledge base across the globe Standards and Special Education Needs Michael Farrell, 2001-10-01 Amidst all of the bureaucracy and policy concerning special educational needs SEN it is easy to lose sight of the role of standards in the education of pupils with SEN This book places the role of standards at the centre of the stage showing what is meant by standards how they are measured how they can be improved what pitfalls need to be avoided Topics include legislation identification of SEN target setting benchmarking value added inclusive education and resources The book focuses on UK education systems but includes frequent and sustained comparison with USA There are also references to Canada New Zealand and South Africa The Handbook of Intellectual Disability and Clinical Psychology Practice Alan Carr, Christine Linehan, Gary O'Reilly, Patricia Noonan Walsh, John McEvoy, 2016-04-12 The Handbook of Intellectual Disability and Clinical Psychology Practice will equip clinical psychologists in training with the skills necessary to complete a clinical placement in the field of intellectual disability Building on the success of the previous edition this handbook has been extensively revised Throughout the text references and website addresses and have been updated to reflect important developments since the publication the first edition Recent research findings on the epidemiology aetiology course outcome assessment and treatment of all psychological problems considered in the book have been incorporated into the text Account has been taken of changes in the diagnosis and classification of intellectual disability and psychological problems reflected in the AAIDD 11 and the DSM 5 New chapters on the assessment of adaptive behaviour and support needs person centred active support and the assessment of dementia in people with intellectual disability have been added The book is divided into eight sections Section 1 Covers general conceptual frameworks for practice diagnosis classification epidemiology and lifespan development Section 2 Focuses on assessment of intelligence adaptive behaviour support needs quality of life and the processes of interviewing and report writing Section 3 Covers intervention frameworks specifically active support applied behavioural analysis and cognitive behaviour therapy

Section 4 Deals with supporting families of children with intellectual disability genetic syndromes and autism spectrum disorders Section 5 Covers issues associated with intellectual disability first evident or prevalent in middle childhood Section 6 Deals with adolescent concerns including life skills training relationships and sexuality Section 7 Focuses on residential vocational and family related challenges of adulthood and aging Section 8 Deals with professional issues and risk assessment Chapters cover theoretical and empirical issues on the one hand and practice issues on the other They close with summaries and suggestions for further reading for practitioners and families containing a member with an intellectual disability Where appropriate in many chapters practice exercises to aid skills development have been included The second edition of the Handbook of Intellectual Disability and Clinical Psychology Practice is one of a set of three volumes which cover the lion s share of the curriculum for clinical psychologists in training in the UK and Ireland The other two volumes are the Handbook of Child and Adolescent Clinical Psychology Third Edition by Alan Carr and the Handbook of Adult Clinical Psychology Practice Second Edition edited by Alan Carr Muireann McNulty

Chicano School Failure and Success Richard R. Valencia, 2004-08-02 Examines from various perspectives the school failure and success of Chicano students The contributors include specialists in cultural and educational anthropology bilingual and special education educational history developmental psychology

The SAGE Handbook of Special Education Lani Florian, 2013-12-14 The second edition of The SAGE Handbook of Special Education provides a comprehensive overview of special education offering a wide range of views on key issues from all over the world The contributors bring together up to date theory research and innovations in practice with an emphasis on future directions for the role of special education in a global context of inclusion This brand new edition features New chapters on families interagency collaboration and issues of lifelong learning The UN Convention on the Rights of Persons with Disabilities Policy reform proposals Equity and social justice in education The impact of new thinking on assessment Issues and developments in classification The preparation and qualifications that teachers need The Handbook s breadth clarity and academic rigour will make it essential reading for researchers and postgraduate students and also for practitioners teachers school managers and administrators

Education, Law and Diversity Neville Harris, 2007-01-30 Education is fundamentally concerned with realising the potential of every child but an increasing social diversity presents enormous challenges for the state in terms of its commitment to providing an appropriate education for all Factors such as ethnicity disability and material deprivation are associated with inequality social exclusion and the risk of low educational attainment Diversity also reflects divergent cultural values and norms In responding to the challenges posed by diversity public education authorities are to some extent constrained by individual or group rights This book examines the nature of these rights including those under the European Convention on Human Rights and the ways and contexts in which they operate Their social effects are also considered Areas discussed include the curriculum special educational needs and choice of school A key theme in the book is the promotion and enforcement of equal access to education including higher education

Issues of multiculturalism the social integration of minorities religion in education and the recognition of children s independent rights are among those that are also discussed The book centres on England and Wales and covers the evolving legislative framework including the Education and Inspections Bill 2006 but relevant legal developments in other states are also highlighted

Global Pedagogies Joseph Zajda, 2010-06-14 Global Pedagogies Schooling for the Future which is the twelfth volume in the 12 volume book series Globalisation Comparative Education and Policy Research presents scholarly research on major discourses in comparative education research with reference to globalisation educational policy and classroom pedagogy It is a sourcebook of ideas for researchers practitioners and policy makers in education globalisation global pedagogies and schooling for the future around the world The aim of the book is to provide an easily accessible practical yet scholarly source of information about the international concern in the field of globalisation global pedagogies and educational transformation Readers will find here the very latest thinking on globalisation global pedagogies and educational transformation in the context of global culture It offers a timely overview of current issues affecting discourses pertaining to global pedagogies and policy research in the global culture It provides directions in education and policy research relevant to transformational educational reforms in the 21st century The book critically examines the overall interplay between comparative education discourses globalisation and education It draws upon recent studies in the areas of globalisation equity social justice and the role of the State It explores conceptual frameworks and methodological approaches applicable in the research covering the State globalisation equity and education It demonstrates the neo liberal ideological imperatives of education and policy reforms and illustrates the way the relationship between the State and education policy affects current models and trends in education reforms and schooling globally Various book chapters critique the dominant discourses and debates pertaining to comparative education discourses and the newly constructed and re invented models of neo liberal ideology in education Using a number of diverse paradigms in comparative education research ranging from critical theory to globalisation the authors by focusing on globalisation ideology and democracy attempt to examine critically both the reasons and outcomes of education reforms policy change and transformation and provide a more informed critique on the Western driven models of accountability quality and school effectiveness The book draws upon recent studies in the areas of equity cultural capital and dominant ideologies in education

Strategies to Promote Inclusive Practice Richard Rose, Christina Tilstone, 2003-08-29 This book considers current issues in the development of policies to promote inclusive education for pupils with special educational needs By examining issues from the perspective of individual pupils schools and local education authorities it raises critical commentary on the ways forward for a co ordinated approach to inclusion Strategies to Promote Inclusive Practice draws upon the experience and expertise of teachers policy makers and researchers who explore the many factors which need to be addressed in the development of a more inclusive education system The authors explore the link between theoretical perspectives and the production of policy as well as the potential for translating

this into good classroom practice They provide examples of approaches which have proved successful in enabling pupils to become better equipped to address the needs of a wide range of pupils In considering the impact of recent policy legislation and research the authors suggest that several models of inclusion may be necessary in order to become an inclusive education system This book will be of interest to students teachers policy makers and researchers who are concerned to advance the debate on inclusion towards a more pragmatic approach to providing for all pupils with special needs It is a companion text to Promoting Inclusive Practice edited by Christine Tilstone Lani Florian and Richard Rose RoutledgeFalmer 1998 which was the joint winner of the 1999 TES NASEN Academic Book Award Children's Rights and the Developing Law Jane Fortin, 2003-04 This text considers the developing law in England and Wales as it applies to the burgeoning and confusing subject of the rights of children It examines the extent to which the emerging legal principles can be harnessed to fulfil those rights

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