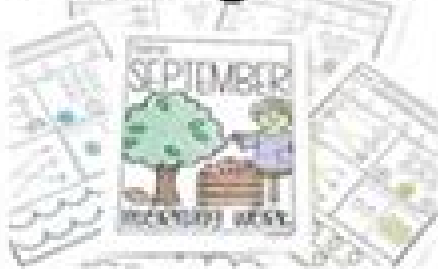


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Learning in Regular Classroom to ensure educational rights for children with disabilities which subsequently turned into an inclusive education program in the western sense Starting from this point the policy and practice of inclusive education have developed tremendously To facilitate reflection and future development this is the latest and most comprehensive attempt at understanding the status quo of inclusive education in China from a variety of perspectives from early childhood to higher education from family to schools and communities from peers to teachers and parents It also analyzed the unique Chinese philosophy of inclusive education adding to current debates with a Chinese lens This book will appeal to academics students and practitioners in disciplines such as education early childhood studies sociology social work social policy disability studies and youth studies Curriculum Guide for Teachers of Moderately and Severely Mentally Handicapped Students

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