

Annotation #1: Inclusive education: Perspectives on implementation and practice from international experts

The article “Inclusive education: Perspectives on implementation and practice from international experts” was written by experts in the field of education. The overall message of the article is that every child deserves the right to a good education. It is important to note that the authors of this article fully support inclusive education, and believe that it is essential to determine specific strategies that help create a successful inclusive classroom. This article defines inclusive education in many different ways, but one is as “a process and practice of designing schools to support and benefit all learners” (p. 1). Inclusion means allowing each and every student to learn and grow a general education classroom. However, it also means providing support for students who need it in that classroom. Later in the article, there is a study done to find out if inclusive education is worth it. In the end, the authors, who are experts in the field of education, find that inclusivity is certainly worth studying, and in order for inclusive classrooms to be successful, we must know the barriers.

This article will be extremely helpful because it talks a lot about the ways in which inclusive education can be defined. For example, in the paragraph above, I quoted one of the definitions. However, this article uses more sources in order to have more definitions. The more the article talks about inclusion, the better the reader can understand it. I believe that the study included in the article will be helpful too because it gives proof of inclusion working, and tells the reader what is needed to make it successful. This article adds to the other sources I have gathered because it provides an explanation of each part of the ecological theory, which is a theory often used in education to understand what factors affect students with disabilities. This article also does a great job of defining inclusive education, and uses many keywords.

Annotation #2: Making Meaning of inclusive education: classroom practices in Finnish and South African Classrooms

The article, “Making Meaning of inclusive education: classroom practices in Finnish and South African Classrooms” was written by experts in the field of education. All of the authors work at different colleges in the department or school of education. The article uses data collected by interviewing teachers in both Finland and South Africa from rural and urban schools. In Finland, “part-time special education” was introduced into the system to support implementation of comprehensive schools. All schools were assigned a special-education teacher, who supports individual students based on recognised difficulties, as agreed upon by the teachers. Support is provided

once or twice a week, with parental consent, but it does not require an official decision or diagnosis". This has been seen as effective because the students are not labeled, but still receive support. In South Africa, "most primary schools have preferred to place students with learning difficulties in separate special-education classrooms, rather than in general-education classrooms" because most school systems there do not have enough support. However, inclusion has definitely been improving in South Africa. According to the authors, "Future directions include development of awareness of and analysis of the continual dynamic and complex influences in and interactions between various aspects of the implementation of inclusive education, as well as its influence on teachers as individuals in both countries". Although the two countries are dissimilar, research shows that support for schools, students, and teachers are essential. This source is important because it shows the difference in inclusive practices in two completely different countries where funding and education are very different. The main purpose of this article is to show that inclusion looks different, and there are different implications depending on where you are.

This source is extremely valuable in my research because it allows the reader to think about inclusive education in a new way. In my classes, I have not learned about inclusive schooling in other countries. However, I believe it is important to understand because it could help schools and teachers here understand how to better support children who have disabilities. The article also explains inclusive practices in both countries. This article connects to the other sources I have found because it adds to the definition of inclusion without saying the exact same thing as the other articles. It provides readers with a new perspective that they might not have thought of before.

Annotation #3: Friendship in Inclusive Physical Education

The article "Friendship in Inclusive Physical Education" was written by experts in the field of education at McGill University. The authors believe that physical education and exercise promotes friendship between students with and without disabilities. The information of this article was gathered through a study where students with and without disabilities were represented by being interviewed. One of the students who does not have a disability expressed that he likes the fact that he and his friends play with the students who have disabilities. This student says, "At recess I like it that everybody takes turns playing with the ABC School regulars and including them. At my old school there was one disabled kid and they would always exclude him, so it's like really nice that everybody at the ABC School plays together and gets along". Unfortunately, one of the controversies of inclusion is the thought that students who do not have disabilities will not benefit from inclusion, but it seems that this student thinks differently. Another student who does have a disability commented on physical education, saying "I know I

have a best friend when they help out, they play with you, and they don't care that I'm in a walker. They [best friends] understand that I can do some things better than them and they can do some things better than me". This student also seems to have a positive experience with inclusive physical education. The article gives many more examples of children who have positive experiences. The results of the study show that friendships of students with and without disabilities that are formed in gym class do end up developing, and inclusive physical education does not result in isolation for students with disabilities.

This article is valuable to my research because again, it provides a new perspective that is different from the others articles I have found while also connecting to them. I have seen firsthand how gym class can form friendships between children with and without disabilities. When I was in elementary school, gym class always brought students together, even if they weren't the best of friends. Also, I used to volunteer at an elementary school, and I saw the impact that physical education had on students with and without disabilities; everyone had a friend in gym class because everyone was happy and having fun. This article solidifies what many of my other sources say because it shows the value of inclusion, and the impact that it can have on students. Overall, this article is important because it shows that inclusion does work, and that students with and without disabilities want to have friends and be accepted. This article can be very helpful to teachers because it can show them that inclusion truly does work if it is done correctly. This article also includes what inclusion looks like through different student's eyes.

Annotation #4: Understanding children's constructions of meanings about other children: implications for inclusive education

The author of "Understanding children's constructions of meanings about other children: implications for inclusive education" is an expert in the field of education at the University of Hull. The purpose of this article is to figure out what affects the way in which students think of their peers. The author of this article believes that the main factors that influence the way that students think of each other are adults (teachers, parents, etc). When the adults do not teach children to be accepting of differences, they will most likely not include their peers who are different. For example, "some children associated children defined as having special needs with medical conditions as, for instance, when a boy was asked why two of his classmates (both of whom had learning difficulties) go to the special education classroom he said: 'They have something, an illness and they cannot read or write well and they go there and work.'". The author of

this article believes that this student's thoughts about his/her classmate are powerful, and should help us to better understand inclusion.

This article is so important to the purpose of my research because it displays thinking of students when it comes to inclusion. This article shows the reader what children who do not have disabilities think of students who do have disabilities, sort of like the article about inclusive physical education. Although this article connects to the others in that it shows how students with and without disabilities interact with each other when they are in a single classroom, it also shows me that we must, as a society, change our views of people who have disabilities because these ideas are being reflected in children. Inclusion is a great practice, even if it is hard to put into place. There will be downsides to inclusion, but it is the way that teachers, parents, and students react to certain situations that will change the way inclusive classrooms are seen. Listening to and reacting to what students think could help society understand inclusion much better than just guessing at what will happen, or immediately thinking that inclusion will not work.

Annotation #5: Is Social Isolation a Predictable Outcome of Inclusive Education?

The author of this article was the Superintendent of Texas School for the Blind and Visually Impaired for many years. He was also an expert in the field of education. In the article, the main purpose is for the author to explain why he believes that "Most students who are blind or visually impaired in inclusive education settings are socially isolated". The author then says that in order to allow students who are blind or visually impaired to feel fully included in the classroom, there would need to be a major change in the way that the classroom is conducted. According to the author, there are three options when it comes to students who are blind or visually impaired: accept the status quo, which to him, means understanding that many think that including these students is just too much, try radical new approaches, meaning making a huge change so that these students can be included, and assign the task to the school of the blind, meaning these students would end up in a separate school for the blind and visually impaired.

This source is important to my research because the viewpoint of the author is one that I would counter based on what I have learned in my classes so far because the author does not believe that inclusion for the blind and visually impaired students is the best thing for them. It is also different from many of the other sources I have gathered because it focuses on one disability instead of all disabilities. This article also shows that there are two sides to the inclusion controversy, which is; does it work and is it beneficial to all students? From what I have learned, I disagree with this author's

viewpoint because I believe that all students should be included. I believe that it does in fact require a major change in the mindset of some people, but it can work. Although I do not agree with this article, it is always important to have your views challenged so that you can expand your knowledge.

Annotation #6:

The last article that I am annotating is a primary source because some of the authors have disabilities, so they know what it is like to be included and or excluded at school. All three authors of this article believe that it is important to understand that neurodiversity has value and benefits. The authors list practical implications for inclusive support for three different disabilities. The first disability mentioned is autism. According to the authors, the practical implications are: presume competence, smile, listen, wait, and allow nonverbal communication. The next disability in the article is ADHD, where the practical implications are: allow students to be themselves, allow students to move; don't make unrealistic restrictions, and create routines. The last disability that is referenced in the article is dyslexia. The practical implications for dyslexia are: make reading worth it, accommodations are key, find strategies that work, communicate strengths with students, and allow students who have dyslexia to use their advantages. All of these implications that are listed in the article have been written by people who actually have these disabilities, so it is extremely important to listen to these authors because they are the people who truly know what works.

This article, in my opinion, is one of the most valuable sources that I have found in my research. This is because it is being told from the perspective of someone who actually has a disability. The other sources I have found are written by experts, which is important, but it is essential to hear from people who have experienced life in the classroom as someone with a disability. The second reason that this article is different is that it lists ways to support students who have disabilities depending on if they have Autism, ADHD, or Dyslexia. This article connects to the other sources that I have included in my research portfolio because it shows, once again, that students who have disabilities, and are in an inclusive classroom usually need support in order to succeed.

Citations

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