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WRT 205

Source 6: “From Integration to Inclusion”

Lise Vislie (2003) From integration to inclusion: focusing global trends and changes in the western European societies, European Journal of Special Needs Education, 18:1, 17-35, DOI: 10.1080/0885625082000042294

Lise Vislie is a Norweigian Educator who studies philosophy and has been listed as a noteworthy education educator by Marquis Who’s who. In her writing Lise tries to determine whether the introduction of the term “integration” was merely a linguistic change or the introduction of a new policy. As she progresses with her writing, she analyzes the differences in the usage of the term integration as time progressed. Initially it was used in schools for the integration of differently-abled children so they could also get an education. Then as time went on the definition of integration became increasingly similar to the definition of inclusion. New school policies makers wanted to integrate students with disabilities into the schools around the country but soon realized that different students learned different ways. This lead to them changing there policies so that the schools would start teaching in a way that all students could understand.

I enjoyed reading this article and I think is very important to my topic because it shows the shift and the progression of the school system. Initially differently-abled children were brought into the schools but there was no effort made to ensure they received the help they needed. Then the schools began to give them different work and teaching assistants. Soon after the school shifted its curriculum so that all students would be able to excel. This is important because it shows that inclusion means a change in the organizations culture and without it, inclusion is not possible. The school thought it was enough just to bring in different students but that was not the case and once they realized it the students were able to do their best work. I also thought it was important how Lise made sure to describe the true meaning of inclusion and said that it is not “about how to assimilate individual pupils with identified special educational needs into existing forms of schooling” but it is a method which “emphasizes the reconstructing of curricular provision to reach out to all pupils as individuals”. A lot of the points brought up in this article help to distinguish between integration (which is essentially diversity in this article) and inclusion.