

MODULE 4: MANAGEMENT

Introduction

i H E S INCLUSIVE HIGHER EDUCATION
SYSTEM FOR STUDENTS WITH
INTELLECTUAL DISABILITIES



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* The IHES project is funded, with the aim
of addressing the topics of intellectual
disabilities at the University Level
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**WELCOME TO
MODULE 4
MANAGEMENT**

Video Lessons



<https://youtu.be/HuBiP4n-c5I>

Chapter 10 - UNIVERSITY POLICIES

The policies of an educational institution, such as the university, fit within the equilateral triangle of the **Index for Inclusion** that Booth and Ainscow defined (2000; 2002; 2011). Indeed, **only inclusive cultures generate inclusive policies that follow up on inclusive practices**. Attendance, participation, and progress, in terms of learning with others, are the 3-P indicators of the inclusiveness of educational and training actions that Ainscow (2003, 2004) outlined and are particularly useful in the management of institutions that want to be inclusive. The principle of reasonable accommodation of the UN Convention (2006) cannot be separated from the intentionality of wanting to place one's institution within the bio-psycho-social approach of the IFC (2001). This perspective sees functional diversity (Romañach Cabrero, 2009) encountering a context that can either act as a barrier or as a facilitator within the Relational Model (Shakespeare, 1994) of Disability Studies and only in the failure to relate these two elements does the context become disabling for the individual who encounters more barriers in learning (Soldevila Pérez, 2015).

In this perspective, it turns out to be fundamental to the management system:

- the choice to remove the preclusion of the participation of some students in academic life in relation to the characteristics of intellectual functioning and neuro-diversity;
- the intentionality of the institution to undertake paths of self-evaluation and improvement of the quality of inclusive actions adopted through the involvement of all stakeholders directly concerned (including, of course, the students with intellectual disabilities themselves);
- the ability to understand, interpret and intercept the needs of students with neuro-diversity through the bio-psycho-social perspective of the ICF and profiles of functioning capable of abandoning the medical-individual perspective in favour of the relational perspective proper to the Relational Model that sees neuro-diversity as one of the types of development of human beings;
- the design of pathways that, in line with the principles of reasonable accommodation, are able to make academic knowledge accessible in relation to individual neuro-diversity needs through the direct involvement of the student;
- the widespread dissemination and information of the actions taken both internally within the academic environment and externally.

The University staff involved at any point in the process needs specific specialization starting with the policy makers who govern the academy, reaching the managers of the process itself, and ending with the individual faculty members who act out the pedagogical-didactic action in the classroom.

Adopting this perspective requires the management system:

- the intentional management of spaces, not as places of separation specifically intended for certain types of neurodiverse students, but as inclusive places where everyone feels they belong as a welcoming and accessible place beyond individual functioning characteristics;
- the intentional management of academic life times from the perspective of sustainability, capable of intercepting all the needs of the students who inhabit the University;
- the identification and adoption of useful strategies to make the academic environment cognitively accessible through the adoption of functional forms of communication;
- the adoption of strategies to adapt curricular and educational offerings also in relation to the content, tools and requests that each individual faculty member involved in the process.

Online Resources for Chapter 10

The social model of disability: an outdated ideology?:

https://www.um.es/discatif/PROYECTO_DISCATIF/Textos_discapacidad/00_Shakespeare2.pdf

The papers explore the background to British academic and political debates over the social model, and argue that the time has come to move beyond this position. Three central criticisms of the British social model are presented, focussing on: the issue of impairment; the impairment/disability dualism; and the issue of identity. It is suggested that an embodied ontology offers the best starting point for disability studies, and some signposts on the way to a more adequate social theory of disability are provided.

T Hellblom-Thibblin, N Klang & K Åman (2012) Biopsychosocial model and the ICF-CY in in-service training: general educators' reflections, International Journal of Developmental Disabilities, 58:1, 12-

19, DOI: [10.1179/2047387711Y.0000000003](https://doi.org/10.1179/2047387711Y.0000000003):

<https://www.tandfonline.com/doi/full/10.1179/2047387711Y.0000000003?scroll=top&needAccess=true>

Provision of support to enhance participation of children with disabilities in inclusive classrooms is a challenge for general educators, special educators, and other professionals involved in work with children with disabilities. In this study, the biopsychosocial model in the ICF-CY has been used to construct in-service training for general educators about children with disabilities. The effects on in-service training have been evaluated through analysis of general educators' reflections about their competence to meet special needs of children with disabilities at the end of the course. The results show that general educators consider ICF-CY model to be a useful tool in searching for explanations to problems that can arise in classroom but also expressed need for interprofessional collaboration. At the end of the course, the educators reflected on both pedagogical competence to meet children's needs and knowledge about children with disabilities. The results raise the importance of knowledge about how different disabilities can be formulated and understood in a problem-solving process.

ICF Online: https://www.reteclassificazioni.it/portal_main.php?portal_view=public_custom_page&id=85

In this environment it is possible to consult the International Classification of Functioning, Disability and Health (ICF), Italian and English versions. The ClAML formats of the "International Classification of Functioning, Disability and Health," 2001 and 2014 versions, are prepared and maintained by the World Health Organization's Italian Collaborating Center for the Family of International Classifications-Autonomous Region of Friuli Venezia Giulia. You can navigate through the entire hierarchy by expanding the different levels until you reach the desired category. Once a category has been selected from the ever-present hierarchy on the left, a page containing all the information, from code to title, from inclusions to exclusions, from notes to qualifiers, is presented on the right.

Desarrollo de Sistemas Educativos Inclusivos, Mel Ainscow: https://sid-inico.usal.es/idocs/F8/FDO6565/mel_ainscow.pdf

Almost ten years have passed since the idea of inclusive education emerged at the Salamanca World Conference on Special Education. In that period there has been continuing activity in many countries with the aim of making educational policy and practice more inclusive. In this paper I will draw on research from my own country, England, to illustrate what remains to be done to go beyond what has been achieved so far. More specifically, I will focus on the following question: What are the "levers" that can make education systems more inclusive?

La inclusió escolar d'un infant amb diversitat funcional: una història de vida:

<https://www.tdx.cat/handle/10803/315838#page=1> / <http://hdl.handle.net/10803/315838>

This research proposes the description and analysis of the process of inclusion carried out in a school with the objective of making the inclusion of a child with learning difficulties more effective. The thesis report that we present here is fruit of the investigation carried out over the course of four and a half years in collaboration with this school. The analysis of the situations of inclusion for different contexts and countries, the study of the principal work from the various authors on this subject, and the assumptions and hypotheses generated from the schools from the inclusion experiences have also allowed, in this research, to identify the critical points in which base the actions and strategies to promote the design and development process of the inclusion practices for this child. From a methodological level, in this research there has been an ethnographical approach carried out with the aim of creating a life story. Moreover, with the aim of transforming the situation of the child and improving their quality of life (based on their voice), we have also carried out, in parallel, a process of action research. In terms of results, this thesis report contains the life story of a child, a set of considerations that emerge from the analysis of the process of inclusion and the conclusions drawn from this analysis.



Inclusive education as a right. Framework and guidelines for action for the development of a pending revolution:

https://bibliotecadigital.mineduc.cl/bitstream/handle/20.500.12365/18038/23_La%20educacion%20inclusiva%20com%20derecho.pdf?sequence=1&isAllowed=y

There is growing interest worldwide in the idea of "inclusive education". In richer countries, many young people leave school without significant skills, others are directed towards different types of alternatives that deny them the experience of formal education, and others simply choose to leave school because they believe that the lessons it offers are irrelevant to their lives. The meaning of "inclusive education" or "inclusive education" remains unclear, with different proposals, as we shall see below.

INCLUSIÓN Y EXCLUSIÓN EDUCATIVA. DE NUEVO “VOZ Y QUEBRANTO”:

https://repositorio.uam.es/bitstream/handle/10486/661466/REICE_11_2_5.pdf?s

In this text, ideas and questions are raised by the author that will contribute to the debate and analysis of some important issues and perspectives related to the multifaceted process of educational inclusion, as a counterbalance to the forms and processes of educational exclusion that are most often configured as a prelude to social exclusion.

Downloadable Documents for Chapter 10

Index for Inclusion (Booth e Ainscow): <https://www.eenet.org.uk/resources/docs/Index%20English.pdf>

The Index for inclusion: developing learning and participation in schools is a set of materials to support the self-review of all aspects of a school, including activities in playgrounds, staff rooms and classrooms and in the communities and environment around the school. It encourages all staff, parents/carers and children to contribute to an inclusive development plan and put it into practice.

International Classification of Functioning, Disability and Health:

https://apps.who.int/iris/bitstream/handle/10665/43737/9789241547321_eng.pdf?sequence=1

The International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY) is derived from the International Classification of Functioning, Disability and Health (ICF) (WHO, 2001) and is designed to record the characteristics of the developing child and the influence of its surrounding environment.

ICF e-learning Tool: https://www.icf-elearning.com/wp-content/uploads/articulate_uploads/ICF%20e-Learning%20Tool_English_20220501%20-%20Storyline%20output/story_html5.html

The International Classification of Functioning, Disability and Health, known more commonly as ICF, is a classification of health and health-related domains.

As the functioning and disability of an individual occurs in a context, ICF also includes a list of environmental factors.

ICF is the WHO framework for measuring health and disability at both individual and population levels.

ICF was officially endorsed by all 191 WHO Member States in the Fifty-fourth World Health Assembly on 22 May 2001 (resolution WHA 54.21) as the international standard to describe and measure health and disability.

ICF is based on the same foundation as ICD and ICHI and share the same set of extension codes that enable documentation at a higher level of detail.



International Classification of Functioning, Disability and Health: ICF Education Portal: <https://icfeducation.org/>

This ICF Education Portal supports the work of the [World Health Organization Family of International Classifications \(WHO-FIC\) Network](#) to implement the [WHO reference classifications](#) and improve the level and quality of their use in Member States.

Learning objects/practical activities for Chapter 10

Module 4 discusses the various strategies, at the management level, that could foster the inclusion of students with intellectual disabilities within the university. Paragraph 10, focuses on University Policies.

Duration: 45 minutes for each activities

Learning objectives for the administrators:

- ensuring that every teacher knows the regulations of inclusion and the tools to implement them;
- create and ensure the conditions for all students to participate in academic life and to undertake paths of self-assessment and quality improvement of the inclusive actions taken;
- intercept the needs of students with neurodiversity through the bio-psycho-social perspective of the ICF and acquire skills to define profiles of functioning;
- design pathways that, in line with the principles of reasonable accommodation, are able to make academic knowledge accessible in relation to individual neurodiversity needs;
- knowing how to design and activate tools for dissemination and information of actions taken both internally within the academic environment and externally;
- knowing how to manage the physical spaces of academic facilities in an inclusive manner so that everyone feels they belong as a welcoming and accessible place beyond individual functioning characteristics;
- knowing how to organize the times of academic life from the perspective of sustainability, capable of intercepting all the needs of the students who inhabit the University;
- identifying and employing useful strategies to make the academic environment cognitively accessible through the adoption of functional forms of communication.

Learning objectives for teachers:

- create conditions to ensure the participation of some students in academic life in relation to the characteristics of intellectual functioning and neurodiversity;
- implement pathways for self-assessment and quality improvement of inclusive actions taken;
- to know how to intercept the needs of students with neurodiversity through the bio-psycho-social perspective of the ICF and profiles of functioning capable of abandoning the medical-individual perspective in favor of the relational perspective proper to the Relational Model that sees neurodiversity as one of the types of development of human beings;
- acquire the ability to design pathways that, in line with the principles of reasonable accommodation, are able to make academic knowledge accessible in relation to individual neurodiversity needs through direct student involvement;
- promoting and informing colleagues of actions taken both internally within the academic environment and externally;
- knowing how to manage the physical spaces of academic facilities in an inclusive manner so that everyone feels they belong as a welcoming and accessible place beyond individual functioning characteristics;
- knowing how to organize the times of academic life from the perspective of sustainability, capable of intercepting all the needs of the students who inhabit the University;
- identify and assume useful strategies to make the academic environment cognitively accessible, through the adoption of functional forms of communication;

- identify and assume strategies to adapt curricular and educational offerings.

Learning objectives for students:

- being aware of the importance of removing the preclusion of some students' participation in academic life in relation to intellectual functioning characteristics and neuro-diversity;
- know how to undertake paths of self-assessment and quality improvement of inclusive actions;
- in line with the principles of reasonable accommodation, know how to engage with faculty so that academic knowledge can be made accessible in relation to individual neurodiversity needs;
- take an active part in informing their peers about the actions taken both internally within the academic environment and externally;
- be aware of the inclusive management of the physical spaces of academic facilities so that everyone feels they belong as a welcoming and accessible place beyond individual functioning characteristics;
- co-participate in the management of academic life time from a sustainability perspective;
- identify and employ useful strategies to make the academic environment cognitively accessible through the adoption of functional forms of communication;
- Knowing how to share and co-design strategies for curricular adaptation and educational offerings together with faculty members.

In order to reinforce your knowledge, we propose the following activities:

Activity 1: Based on the concepts discussed in Chapter 10, make a concept map in which all the concepts discussed and the relationship between them are clearly identified.

Activity 2: Make an example of a podcast for the presentation of university application procedures tailored to the needs of students with intellectual disabilities.

Chapter 11 - GOVERNANCE

If management develops the capabilities to realize its goals through the processes of organization and control, a governance system based on leadership promotes a vision through motivating and inspiring people, causing them to go in the direction deemed most right and functionally appropriate with respect to a shared cultural vision. Some classification systems (K. Leithwood, D. Jantzi, R. Steinbach, Changing Leadership for Changing Times, Open University Press, Buckingham, 1999) come to define eight types of leadership:

- managerial, aimed at the effective completion of ordinary activities through a rational organization in which formal relationships prevail and in which great importance is given to compliance with assigned tasks and the achievement of objectives for each role established in the school;
- transformational, in this type of leadership the vision that will function as the rudder for all the activities that will see the involvement of all the individual actors in the educational context plays a fundamental role, in which the leadership plays a functional role in maintaining high levels of school autonomy;
- participatory, in which case the leader also shares with all subjects the construction, development and definition of the same vision;
- transactional, based on the concept of transaction in which performance corresponds to some form of reward that maintains a relational level at very superficial levels;
- post-modern, in which attention is paid to each individual vision of the so-called stakeholders that makes the organization devoid of hierarchical roles;
- moral, in which leadership is based on upholding the principles and values of the organization to the point of achieving ethical values;

- didactic, focused on teaching-learning processes in which the strategic priority is the professional growth of teachers and the achievement of goals for students;
- contingent, for which there are no universal leadership styles since each context is different and the leadership style must fit the context.

It is, however, with the concept of emergent participatory, transformational and collaborative leadership that, through innovation, leads the educational community both to the achievement of the institutional project's own goals and to the change and improvement of the organization itself in relation to the shared vision, in this case inclusion (Salom, 2015).

In this perspective, the commitment of the leadership of academic authorities, based on active and participatory policies, encourages an open attitude to new experiences and challenges that make the university community accept, engage and work for full inclusion through:

- the creation of spaces for the active participation of university students;
- The creation of spaces for student representation in governing bodies;
- the creation of environments and processes of participation specifically for students with disabilities.

Online Resources for Chapter 11

Calatayud Salom, M. A. (2015). El liderazgo emergente de los directores escolares en España: La voz del profesorado. *Revista Iberoamericana De Educación*, 69, 207-228. <https://doi.org/10.35362/rie690150>

This paper presents the results of a qualitative research entitled "Improving school leadership from the teachers' point of view", with the aim of analysing the perceptions of primary school teachers in Spanish public schools about the leadership profile of the principal demanded by school organizations in order to face educational challenges. In this sense, recent international studies on leadership are reviewed, which provide very significant data on how and in what aspects leadership influences learning and, consequently, results. In addition, qualitative results obtained with a sample of 450 teachers in Spanish public schools are presented. These results have helped us to unveil the essence of the leadership that school organizations request, from the teachers' point of view, and may also help us to glimpse the present and future scenarios of the principal's leadership in Latin American schools.

Graham Wise, Connie Dickinson, Tuntiak Katan & Maria Cristina Gallegos (2020) Inclusive higher education governance: managing stakeholders, strategy, structure and function, *Studies in Higher Education*, 45:2, 339-352, DOI: [10.1080/03075079.2018.1525698](https://doi.org/10.1080/03075079.2018.1525698) .

Full article: <http://www.grahamwise.net/docs/wise%20g%20-%20inclusive%20higher%20ed.pdf>

Indigenous higher education governance is a fundamental element of diversity, equality and inclusivity at universities with significant indigenous student populations or stakeholder communities. Management approaches to establish inclusive governance mechanisms are complex and little guidance exists to support university managers to establish indigenous advisory councils. We document the creation of a university indigenous advisory council incorporating 11 indigenous nationalities. We assess the outcomes of that establishment process with the analytical lenses of participation and inclusion; accountability and rule of law; non-discrimination and equality; transparency; and mutual trust and respect. This study provides higher education policy researchers and university managers and with a clear roadmap to establish robust indigenous university governance. In doing so, we aim to empower indigenous leaders to

create positive impact in higher education, contributing to high quality education and research for indigenous students and communities.

Alignment Of Total Quality Management In The Higher Education Context:

https://www.researchgate.net/publication/298462542_Challenges_and_InformationTraining_Requirements_for_Managing_and_Governing_Universities_within_the_Framework_of_the_EHEA

This paper aims to adjust the concept of Total Quality Management (TQM) and make it fit for use in higher education institutes. The article describes the results of a design science research. Based on experiences in Egypt and the Netherlands, the characteristics of higher education are defined as well as the specifics of educational processes. These lead to a translation of TQM in educational terms. The experiences result in a model that can be used as framework to implement TQM in higher education institutes. The experiences that form the base for the design are limited to two countries with two different cultures. There is no evidence concerning the use of the model in any other country in the world. It is known that there have been many initiatives to implement TQM in higher education. The combination with quality management in teaching and learning models (Transformative Mode, An Engagement Model of Program Quality, University of Learning Model, A Model for a Responsive University) is scarce as well as application in two such different countries.

Downloadable Documents - Chapter 11

Manifesto on an Inclusive University: https://www.unhcr.org/it/wp-content/uploads/sites/97/2020/09/Manifesto-dellUniversita-inclusiva_UNHCR.pdf

The Manifesto on an Inclusive University focuses on the condition of young beneficiaries of international and temporary protection who intend to continue their studies and research activity in the country of asylum, and stems from the awareness that the cultural, technical, and intellectual experiences gained by refugees in various parts of the world can be a great resource for Italy.

Training Politicians Towards a more Inclusive Leadership: a Proposal:

https://cadmus.eui.eu/bitstream/handle/1814/74594/PA_2022_14_STG.pdf?sequence=1&isAllowed=y

Equality and representation are founding principles for contemporary democracies. Yet, notwithstanding the increasing adoption, in recent years, of different measures targeted at reducing the representation gap, exclusionary dynamics in politics persist, with crucial consequences for the quality of political decision-making. This brief fulfils two main objectives: first, building from original research, it makes a case for the advantages of fostering an inclusive model of leadership in politics, and it proposes a way to achieve this result by targeting the behaviour and organizational culture of political “gate-keepers” – political parties and experienced male politicians; second, it presents the training curriculum of the Inclusive Leadership Initiative (ILI), whose aim is to provide useful and innovative contents and skills to male politicians to overcome the exclusive dynamics of traditional conceptions of authoritativeness, power and leadership across the political sphere. The different modules of the ILI curriculum presented here are based on the results of original research and a pilot study both held in 2021

Transformation School Leadership in a transactional policy world, Kenneth Leithwood

http://wvde.state.wv.us/principalsinstitute/institute07-08/docs_fall/Fall_PreRead_TransformationalLeadership.pdf

Transformational leadership is a term which has appeared with increasing frequency in writings about education since the late 1980's. Sometimes it has been used to signify an appropriate type of leadership for schools taking up the challenges of restructuring now well underway in most developed countries throughout the world (Leithwood, 1992). In this context, a common-sense, non-technical meaning of the term is often assumed. For example, the dictionary definition of transform is 'to change completely or essentially in composition or structure' (Webster, 1971). So any leadership with this effect may be labelled transformational, no matter the specific practices it entails or even whether the changes wrought are desirable.

Learning objects/practical activities - Chapter 11

Module 4 discusses the various strategies, at the management level, that could foster the inclusion of students with intellectual disabilities within the university. Paragraph 11, focuses on Governance.

Duration: 30 minutes for each activities

Learning objectives for the administrators:

- ensure the effective creation of spaces for active participation of university students;
- effectively communicate the establishment of student representative bodies in governing bodies;
- provide the tools for verifying the effectiveness of participation environments and processes specifically for students with disabilities.

Learning objectives for the teachers:

- informing students about the importance of co-creating spaces for active university student participation;
- knowing how to make student participation in governing bodies effective;
- foster the co-creation of participation environments and processes specifically for students with disabilities.

Learning objectives for the students:

- informing students about the importance of co-creating spaces for active participation of college students;
- create conditions for students to participate in governing bodies;
- foster the co-creation of participation environments and processes specifically for students with disabilities.

In order to reinforce your knowledge, we propose the following activities:

Activity 1: Identify engagement criteria for participation in processes of self-assessment and improvement of the University's level of inclusion.

Activity 2: Write a simplified form that students with intellectual disabilities can use for complaints to the student secretary's office.

Chapter 12 - PROCEDURES

The self-determination of people with disabilities on which the Disability Studies approach is based calls us to direct responsibility for what we do to challenge and overcome the culture and practices built on the norm, from which categorization and the concealment of exclusion are generated. Coming out of inclusion means detaching ourselves

from the ambiguity of definitions and its meanings in order to move toward systemic thinking, cultural, political, educational and teaching choices and practices that can affirm it (Slee; Allan, 2001).

From this perspective, the definition of procedures and the management of procedures can, on the one hand, be directed toward a regulatory system generated on the principles of normalization and predetermination in relation to the various diagnostic labels that replace the definition of the person, or be directed toward the consideration of the individual and the individual's own characteristics that distinguish him or her from others. The two visions lead us to two different models of procedure management, on the one hand, **standardized procedures by type of individual, and on the other hand, procedures characterized by active listening to each individual student that can provide the guidance for identifying the most functionally appropriate accompanying pathways.**

The management of procedures within the **Relational Model** cannot fail to take into account the importance of sharing information with services working in the field of intellectual disability in order to make actions more effective, but, at the same time, action cannot be taken without the careful assessment of each individual functioning profile in order for actions to be most effective for each student. In fact, the disabling of the individual operated by the context can only be removed through the concepts of relativism and dependent autonomy (Morin, 1990), which point out how actions conceived, designed and implemented for the functioning characteristics of some individuals, may not be appropriate for the characteristics of others. In this view, universal design can only represent the best possible point of advancement of inclusion, which, as a complex process, will never be achieved except through addressing the specificities of individuals and the often very different characteristics of functioning for each individual.

This highlights some peculiarities of procedure management that should possess certain characteristics among which two seem to be most relevant: **flexibility and customization.** The flexibility of systems responds to the concept of complexity without having to make exceptions to rigid procedures from which it is easy to get out of in relation to the characteristics of operation. The term personalization (Baldacci, 2005), on the other hand, is believed to overcome the separation view of individualization whereby, in the face of equal goals for all, some follow separate paths. In fact, within the approach of personalization each person will follow his or her own path, different for each person, in relation to individual characteristics of functioning.

Online Resources for Chapter 12

Roger Slee & Julie Allan (2001) Excluding the included: A reconsideration of inclusive education, International Studies in Sociology of Education, 11:2, 173-192, DOI: 10.1080/09620210100200073:

<https://www.tandfonline.com/doi/pdf/10.1080/09620210100200073?needAccess=true>

This article examines how the development of inclusive education policies has been constrained by the adhesion of traditional regular and special education imperatives. The fragmentation of educational policy-making presses us towards exclusion; and the protection of professional interests reinforces individual pathologies and creates further exclusionary pressures. The authors contend that inclusive education is not a linear progression from 'special educational needs' and we must endeavour to understand the very different nature of these knowledge bases. Deconstruction is presented as a way of exposing exclusion as it is inscribed within inclusive education policies. The article ends with a series of openings for dialogue about inclusion which address the relationship between ideas and politics; a new politics of research; envisioning forms of schooling which eschew the modernist blueprint; reflexivity; and the teaching of inclusion.

Elizabeth J. Done & Helen Knowler (2022) A tension between rationalities: "off-rolling" as gaming and the implications for head teachers and the inclusion agenda, Educational Review, 74:7, 1322-1341, DOI: 10.1080/00131911.2020.1806785:



<https://www.researchgate.net/publication/343391471> A tension between rationalities off-rolling as gaming and the implications for head teachers and the inclusion agenda

In this paper, the concepts of fabrication, subjectivation and performativity are mobilized in an analysis of varied exclusionary practices in England's schools with particular reference to "off-rolling", defined by the national school inspectorate as the illegal removal of a student from a school roll in order to enhance academic performance data. This narrow definition has gained traction over a relatively short period of time, reflecting growing tension between economic and political rationalities as the former is prioritized and the power relations dictated by performativity intensify. Head teachers are required to negotiate normative demands to include and drivers to exclude according to market performance. "Off-rolling" is being fabricated as an object of knowledge, point of governance and policy technology, producing a taken-for-granted reality (that head teachers in England are circumventing legal school exclusion procedures), and illustrating a feature of performativity, namely, the generation of signifiers that reinforce the disciplines of market, management and performance. Following Foucault, the subjectivation and disciplining of head teachers implies dividing practices and ascription of deviant identities, specifically, that of gamer. However, the policy context of, and since, the 1990s has generated incentives to exclude while a concomitant policy discourse around inclusion has failed to eliminate educational exclusion.

The perspective of Disability Studies and Disability Studies Italy and their impact on schools and adult disability services: <https://rivistedigitali.erickson.it/integrazione-scolastica-sociale/it/visualizza/pdf/1091>

This paper provides the theoretical and cultural background of both Disability Studies and Disability Studies Italy highlighting the outcomes they have on both schools and services for adult disability. The choice of these contexts comes from their centrality as sensitive indicators for inclusion analysis. The considerations will be critically expressed around central themes such as the meaning of disability, the causal aspects that determine it and the influences they have on the practices of schools and services. Finally, the analysis of assumptions at the basis of inclusion will be discussed, orienting the analysis towards contexts and barriers to learning.

Dobusch, L. (2021), The inclusivity of inclusion approaches: A relational perspective on inclusion and exclusion in organizations. Gender Work Organ, 28: 379-396. <https://doi.org/10.1111/gwao.12574>

Full article: <https://onlinelibrary.wiley.com/doi/epdf/10.1111/gwao.12574>

Organizational inclusion has become a key concept when dealing with the topic of diversity and inequality in organizations. Its core claim is to be all-embracing and to "leave no one behind." However, can mainstream as well as critical inclusion approaches live up to this claim? In this article, I revisit two central concepts—belongingness and recognition—of both approaches from a feminist disability lens in general and the interests and needs of autistic people in particular. The analysis shows that mainstream and critical inclusion approaches rely on implicit ableist assumptions, which results in autistic people becoming "the other Other" of the organizational inclusion discourse. Yet, instead of judging the "inclusion project" as failed, the article pleads for the acknowledgement of inclusion as always partial, based on implicit boundary drawing. Such a view makes it possible to discuss the il-/legitimacy of certain boundaries and their inclusionary and exclusionary consequences.

Downloadable Documents for Chapter 12



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the European Union**

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Comprehensive and coordinated efforts for the management of autism spectrum disorders:

https://apps.who.int/gb/ebwha/pdf_files/EB133/B133_4-en.pdf

Autism spectrum disorders comprise a range of developmental disorders characterized by impairment in functions related to central nervous system maturation. This umbrella term covers conditions such as autism, childhood disintegrative disorder and Asperger syndrome. These disorders are characterized by a varied mixture of impaired capacity for reciprocal socio-communicative interaction and a restricted, stereotyped repetitive repertoire of interests and activities. These conditions currently belong to the category in the International Statistical Classification of Diseases and Related Health Problems (Tenth revision) of pervasive developmental disorders, within the broader category of mental and behavioural disorders.

Convention on the Rights of Persons with Disabilities:

<https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

The Convention on the Rights of Persons with Disabilities and its Optional Protocol (A/RES/61/106) was adopted on 13 December 2006 at the United Nations Headquarters in New York, and was opened for signature on 30 March 2007. The Convention entered into force on 3 May 2008. The Convention follows decades of work by the United Nations to change attitudes and approaches to persons with disabilities. It takes to a new height the movement from viewing persons with disabilities as “objects” of charity, medical treatment and social protection towards viewing persons with disabilities as “subjects” with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society. The Convention is intended as a human rights instrument with an explicit, social development dimension. It adopts a broad categorization of persons with disabilities and reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms. It clarifies and qualifies how all categories of rights apply to persons with disabilities and identifies areas where adaptations have to be made for persons with disabilities to effectively exercise their rights and areas where their rights have been violated, and where protection of rights must be reinforced.

Disability studies and inclusive education — implications for theory, research, and practice:

https://www.researchgate.net/publication/236221750_Disability_studies_and_inclusive_education_-_implications_for_theory_research_and_practice

This paper serves as a broad introduction to Disabilities Studies in Education (DSE). The emergence of DSE over the last decade has resulted in a vibrant area of academic scholarship as well as a critical forum for social/educational advocacy and activism. First, the authors trace the roots of DSE in the growth of disability studies (DS) within the UK and the USA. Second, they describe the formation of international networks dedicated to DSE. Third, they chart the evolution of DSE's conceptual framework, complete with tenets and examples, carefully crafted over time by a community of scholars. Fourth, they comment upon twelve papers selected for this special double issue of the International Journal of Inclusive Education, highlighting the contribution of each toward both advancing and elucidating the tenets within the conceptual framework of DSE. Finally, the authors close with reflections on the significance of DSE, contemplating what it offers theorists, researchers, and practitioners, as well as highlighting future possibilities.

Learning objects/practical activities for Chapter 12

Module 4 discusses the various strategies, at the management level, that could foster the inclusion of students with intellectual disabilities within the university. Paragraph 12, focuses on Procedures.

Duration: 45 minutes for each activities

Learning objectives for the administrators:

- Knowing how to activate flexible processes;
- knowing how to create the conditions for realizing individualized paths to knowledge;
- identify and define administrative procedures that are able to meet the needs of each individual through flexible processes inspired by the principle of individualization.

Learning objectives for the teachers:

- understand the importance of establishing flexible processes;
- understand the importance of the principles of personalization;
- identify and define teaching, documentation and assessment procedures that are responsive to the needs of each individual through flexible processes inspired by the principle of personalization.

Learning objectives for the students:

- Knowing how to learn about inclusive processes from an educational community perspective;
- knowing how to use the tools of educational differentiation;
- understanding and knowing how to deal with administrative and educational procedures that can meet the needs of each individual through flexible processes inspired by the principle of personalization.

In order to reinforce your knowledge, we propose the following activities:

Activity 1: How would you implement a simplified procedure for evaluating an Erasmus study plan or application. What criteria should it have? Give a concrete example.

Activity 2: Produce an assessment test for all university faculty on their knowledge of inclusion regulations.