


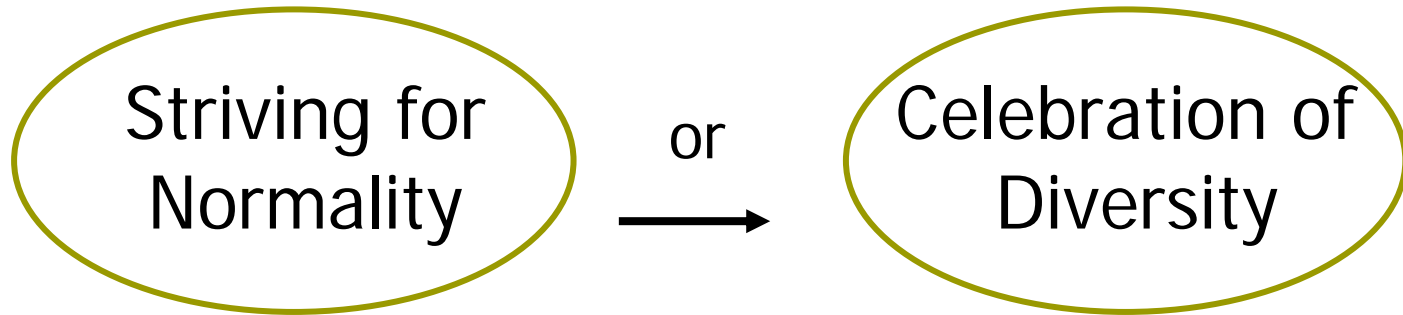
Early Childhood Intervention, Special education and Inclusion

A Focus on Belarus



II. Reflections on conceptual models for intervention and special education

Value-perspectives on functional differences



indicated in a community's

- perception of differences
- socio-political objectives concerning differences
- organization of interventions and service support

Disabilities and Intervention

Two basically different models

perception of difference:
deviant individuals, invalids



objective:
correction

organization:
special institutions

Defectological model

perception of difference:
actors in a diversified society



objective:
participation

organization:
inclusion

Social model

Defectological (Def) vs. Child Centred/Family Focused (CCFF) Intervention

DI

- ❑ Focus on disability, correct deviance
- ❑ Particular/additive view on development
- ❑ Vertical professional-family relation
- ❑ Target person seen as clinical object
- ❑ Provisions segregated from family life-world

CCFF

- ❑ Focus on competence, realize potential
- ❑ Holistic/multifactorial view on development
- ❑ Horizontal professional-family relation
- ❑ Target person seen as cultural subject
- ❑ Provisions integrated in family life-world

Mechanisms of segregation

- ❑ Diagnostic system linked to special educational system
- ❑ Expert committees with heavy influence on educational decisions and referrals
- ❑ Though legal right for parents to decide on education their appeal possibilities are limited
- ❑ Limited or no special support provisions in mainstream preschool and schools
- ❑ Right for preschool and school to refuse to accept child with disabilities or SEN
- ❑ Frequent reference to 'general public' as reason not to accept children with SEN
- ❑ Educational system, already in preschool, achievement oriented, academic preparation rather than play
- ❑ Ecologically relatively closed system

Concept of inclusion

Inclusion for children with disabilities means

- placement in a community program the child might attend if he or she had no special needs (after Klein & Gilkerson, 2000)

Civil rights and citizenship

- equal access to social and learning environments

Facilitate learning and development

- developmentally appropriate practice
- within least restrictive environment

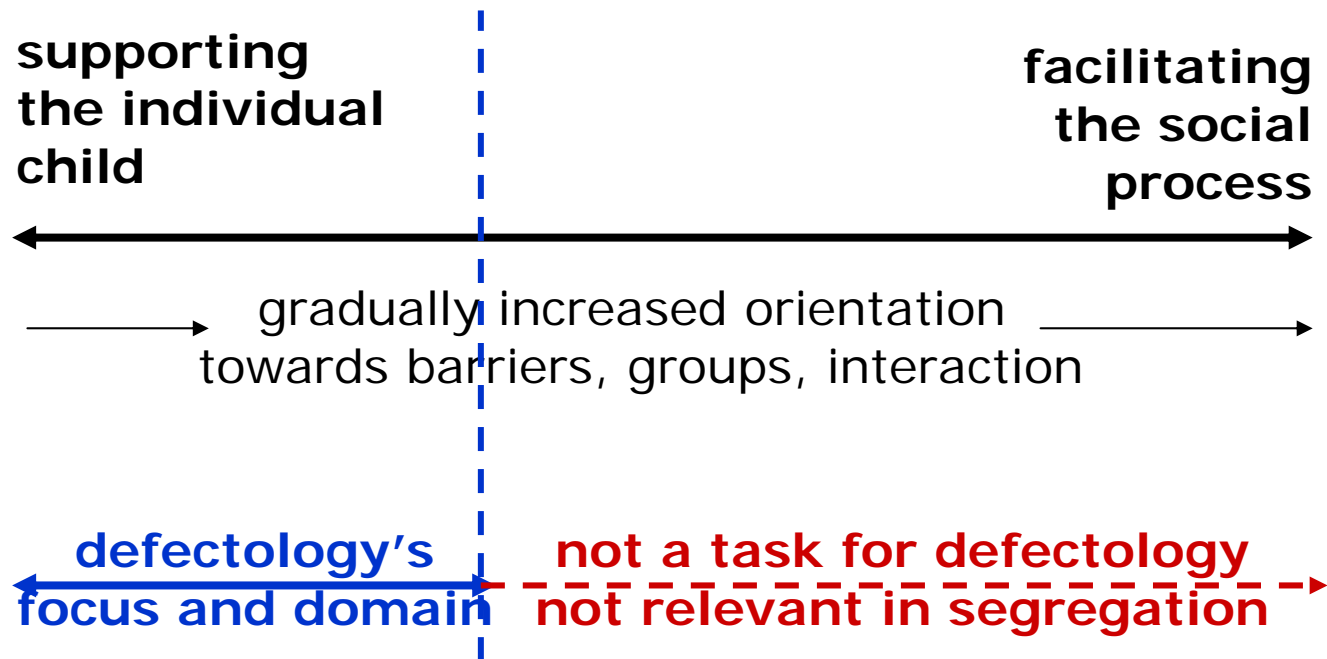
Participation and social integration

- opportunity to become a fully contributing group member

Educational inclusion has a key role

- Inclusion is a *social project* aiming at participation in community life
- It is *not a treatment regime* to be evaluated in terms of outcome and abandoned if unsatisfactory, but ...
- ... if carefully planned and practiced it will
 - contribute to learning and development
 - increase social participation, social networks and social development in children with disabilities
 - positively influence attitudes in the social environment
- Access to collective activity is a key issue
 - to remove barriers to participation,
 - identified as physical, symbolical and communicative obstacles in the interaction between child and environment

A Special Educational Continuum



Promoting and developing inclusion

- ❑ Focus barriers in environment – individual child interaction
- ❑ Adapt physical environments, educational and play equipment to increase access
- ❑ Provide special support within the context of mainstream social activity
- ❑ Cooperate closely with parents to learn each child's strengths, interests and personality
- ❑ Establish shared responsibility among staff for all children
- ❑ Provide inservice training to intervene in peer interaction
- ❑ Cooperate with ECI specialists to adapt physical and social environment
- ❑ Encourage school to advocate inclusion in community at large, 'demystify' disabilities and people who represent 'differences'