

Inclusion: The Facilitation of Ensuring Education for All

Jose M. Ocampo, Jr, Noor Aini Ahmad, Abdul Rahim Razalli

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v9-i5/7014>

DOI:10.6007/IJARBSS/v9-i5/7014

Received: 10 April 2019, Revised: 14 May 2019, Accepted: 04 May 2019

Published Online: 28 May 2019

In-Text Citation: (Ocampo et al., 2019)

To Cite this Article: Ocampo, J. M. J., Ahmad, N. A., & Razalli, A. R. (2019). Inclusion: The Facilitation of Ensuring Education for All. *International Journal of Academic Research in Business and Social Sciences*, 9(5), 1146–1156.

Copyright: © 2019 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen

at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 9, No. 5, 2019, Pg. 1146 – 1156

<http://hrmars.com/index.php/pages/detail/IJARBSS>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
<http://hrmars.com/index.php/pages/detail/publication-ethics>

Inclusion: The Facilitation of Ensuring Education for All

Jose M. Ocampo, Jr.

Faculty of Education Sciences, Philippine Normal University-Manila, Philippines

Noor Aini Ahmad, Abdul Rahim Razalli

Faculty of Human Development, University Pendidikan Sultan Idris, Malaysia

Abstract

This paper provides an overview of the research on inclusion of various learners through a synthesis of studies published over the last eight years. This review may show connections of some factors which could influence the learning needs and solutions for individuals who belong to a disability community. The review provides a synthesis focusing on disability, discrimination, support and resources, social integration and interaction, and teachers' attitudes towards inclusion. The issues on disability remain a major discussion among academics locally and globally. The gap between the problem and its solution widens due to people's diverse perspectives based on cultural or educational orientations. An evidence of which is the continuous suffering of members of disability community from different acts of discrimination. The good news is, there are members of various institutions who have the vigor of sharing their social inventions. This reinforces the idea that inclusive education is yet a better alternative to realize the concept of education for all.

Introduction

The purpose of the paper was to provide a synthesis of studies which includes disability, discrimination, support and resources, social integration and interaction, and teachers' attitudes towards Inclusion. Challenges and prospects for the education of learners with disabilities were provided in the paper and plan of action is likewise offered. It could serve as an impetus for various researchers to help craft and develop an inclusive education system.

Disability

Given an array of relevant functionings and the extent of disagreement on the nature of good life, particularly in relation to human diversity, the relationship between capability and functionings remains unclear (Hammad, 2018). Sometimes, disability becomes adorable because it is associated with dependency which pleases some adult individuals. On the other hand, the state of disability suffers from rejection when it represents the lack of something. The latter explains why many

members of a normative culture are disavowed with disability (Goodley, Liddiard & Runswick-Cole, 2018). A commonality of disability assumption is a powerful one. Irrespective of their particular impairments, if disability groups and people presented a unified front, their interests would be better represented and have a greater chance to prevail (Sherlaw & Hudebine, 2015). Teaching disabled women how to live a full life with their disability rather than overcoming it is an effective approach to working with them (Al-Makhamreh, 2016).

Most disabled people have been living below the poverty line on inadequate social benefits, continue to be excluded by an education system that does not provide for their needs and a labour market that excludes difference, and still face problems in trying to access employment and the built environment because there have not been many real changes in their lives since 1980 up to the present day (Fontes, 2014). The exclusion of disabled people is the result of seemingly inclusive notions of citizenship (Sepulchre, 2018; Khalid, Islam & Ahmed, 2019). An avenue for their integration into policies that affect the lives of disabled people and a platform that gives visibility and validity to the perspectives of disabled people are provided by the disabled people representing the disabled people's organizations (Love, Traustadottir & Rice, 2018). The importance of civil rights benefits of deaf students cannot be overstated as well as health, career, leisure and teaching them early literacy (Wang & Andrews, 2017; Alzgoor (2019); Muhammad, Saoula, Issa & Ahmed, 2019).

Hence, some persons with disabilities suffer more not because of their present situation but because of views people hold towards them based on cultural, social, educational, ethnic perspectives among others. They become vulnerable as barriers continue to assemble not in their favour. The attention of various sectors can be called on how resources can be made available to persons with disabilities so they can overcome the presence of these barriers.

Discrimination

There is paucity of studies that can systematically determine the barriers faced by children with disabilities within education in general and within higher education in particular, which is the comprehensive research on the experiences of students with disabilities within education (Hettiarachchi, Daskon-Attanayake & Ranaweera, 2016). Arguably most people with disabilities respond to ablism in ways that never result in legal proceedings being commenced while most socio-legal research has focused upon the litigious stage (Harpur, 2014). More understanding and knowledge of current policy and institutional structures are still needed by the community-based disability workers in order to perform advocacy roles at higher levels of engagement, for example in the government structures or justice system above the community level (Pletzena, Booyens & Lorenzo, 2014). The manner in which access to family and household assets affects individuals with disabilities over the course of their lifetimes and the structural nature of trans-generational poverty gain little directed attention. The knowledge about inheritance rights for disabled persons in middle income and low-income countries is surprisingly scarce (Groce, London & Stein, 2014). Among students and staff, disclosure rates are higher with students, statistics show as if there were no disabled or ill academics (Brown & Leigh, 2018).

Such people continue to be perceived as objects of pity and deserving of charity because martyrdom does not mean an end to social discrimination. The Palestinian Authority, for example, does not provide financial assistance to those whose impairment is unrelated while such compensation is given to disabled people whose disability is a result of the conflict (Burtona, Sayrafi

& Sroura, 2013). The higher unemployment rate of disabled people stems from gaps in their experience, skills, motivation or abilities, rather than unwelcoming workplaces and discriminatory practices is assumed by focusing on these people rather than on labour markets and workplaces (Lewis, Dobbs & Biddle, 2013). Because people believe the negative judgements of others, they mask things about themselves when they feel shame, or embarrassment (Vickers, 2014). The repercussions of which extend to those they encounter in such spaces as streets and buses, not only to persons with impairments and their carers, in contrast to impairment that largely refers to objective symptoms and constructed through social relations (Cockain, 2014). The freedom to choose depends on the type of employment it can offer, not just on the option of entering the labour market (Holler, 2014).

In seeking employment, disability rights legislation alone is insufficient to address the cultural and multiple structural barriers people with disabilities face (Parker Harris, Renko & Caldwell, 2014). The disabled identity becoming the primary identity could be the result of being defined by impairments, either imposed or by choice (Hutchinson, Roberts & Daly, 2018). With the advent of neo-colonial violence, the disproportionate over-representation of impairment within Indigenous societies has been met with silence under the global instruments of disability justice (Soldatic, 2013). To a workable understanding of disability that underpins an analysis of accessibility, it is important to emphasize universality (Lid & Solvang, 2015). Of the most popular books and some ad hoc transformation on request by people with disabilities in certain privileged situations, efforts in accessibility have largely been limited to a small fraction because of the expense (Harpur & Suzor, 2014).

Thus, with a common practice that disabled people have been considered an eyesore and unproductive, greater awareness can be created so that members of various institutions can make a covenant and collective action in addressing the problem brought about by discrimination. Their effort shall be translated to optimistic attitude, views, practices, policies and better treatment of a disability community.

Support and Resources

As parenting is where the child learns to socialize and finds his/her sense of belonging, and nurtured, it forms the basis of any social development for any child (Davids, Roman & Schenck, 2018). Complex issues, usually bounded by national priorities and resources, for which innovative, specific solutions are often required, are resulted by the intersection between hearing loss and postsecondary education. Identifying how best to meet the needs and expectations of both the institutions students attend and the students themselves is important (Powell, Hyde & Punch, 2013). Providing ideas on creating a nurturing and conducive home environment for learning or sharing information on child development and parenting skills are some of the ways where the school supports parents in the activities like parenting and learning at home which is included in the home-based involvement (Wong, Ng & Poon, 2015).

Exploring the experiences of social workers responsible for investigating adolescents and children seemed important and need support (Hultman, Forinder, Fugl-Meyer & Pergert, 2018). The notions of care and dependency are challenged by the Independent Living Movement (Duner & Olin, 2018). In isolation, a single practice is not performed (Williams, Tarleton, Heslop, Porter, Sass, Blue, Merchant & Mason-Angelow, 2017). The support that a person will get is determined by the end

point of the assessment (Slasberg & Beresford, 2014). The present situation is not captured by the stated view that there is an increase in allocations for disabled people (Symeonidou, 2014). The commitment to redeploy existing resources, or obtaining additional facilities and the relocation of the skills, care and expertise to the mainstream is a practice they could not unanimously agree to (Soorenian, 2018). Services, strategies, and accommodations a child receives on her individualized education programme (IEP) is affected by how the multidisciplinary team chooses the educational label for a child (Borders, Meinen-Derr, Wiley, Bauer & Embury, 2015).

However, in view of changes concerning school placement, there is a need for a study on the education of persons with disabilities as well as how they are provided resources and support. This is particularly important in line with further attempts of stakeholders who are willing to develop their learning potentials and other capabilities. One attempt that can be made is the survey of guidelines for provision of resources and support and whether they are acceptable in such a way they are received by persons with disabilities.

Social Integration and Interaction

To be placed in situations in which children can interact with peers and adults alike seems vitally important for them (Henninger, IV & Gupta, 2014). Academic achievement is affected by both internal and external factors. Therefore, both social and academic integration were achieved successfully by students that were transitioned successfully (Almotiri, 2017). On the other hand, to increase the odds of interpersonal interaction among adults who have difficulty walking, residential security operated as a facilitator (Clarke, Ailshire, Nieuwenhuijsen & Dde Kleijn-Dde Vrankrijker, 2011).

On the social context through which individuals are moving and interacting, and the dominant discourses present within those environments, subject positions are contingent (Waterfield, Beagan & Weinberg, 2018). Power is deployed through a plethora of different technologies and strategies, and across multiple sites. This dispersion of power works through the enforcement of self-regulation and operates in subtle ways (Burch, 2018). Information regarding perceptions and additional activities students use as they read on the computer was lacking. As students are now accessing technology to read informational and social text with greater emphasis and at earlier ages, this is important information for teachers to know (Donne & Rugg, 2015). The full and equal participation people with disabilities in public affairs as well as form and join organizations concerned with public and political life at various levels is an environment that is being promoted (Virendrakumar, Jolley, Badu & Schmidt, 2018).

Information on how organizations use websites to inform stakeholders about procedures and available resources that support children who are transitioning to school, and their families are limited (Curle, 2015). To have a willingness and predisposition to embrace inclusive education practices are not enough for teachers. In addition, it takes more than public authorities' signing of decrees and accords. What can make a difference is only an unwavering and conscious public policy of investing in the training of paraprofessional, teachers, and in essential amenities and resources (Mngo & Mngo, 2018). The same abilities in their school adaptation are not used by students with different disability severities in different education systems. Because the two education systems have different conditions and resource types, in an inclusive setting, it is obvious that the abilities required may be different from those required in segregated environments (Chen, 2016).

Hence, academics and researchers who have much concern with the inclusion of persons with disabilities may cull more information on the processes that take place when they interact with other individuals. In the midst of new technology as many individuals nowadays can readily access, this could serve as an overview on how social interaction can build friendship and support towards providing persons with disabilities greater opportunities to develop cognitive, physical, self-expression and social skills.

Teachers' Attitudes Towards Inclusion

Research is needed regarding the attitudes of teachers toward inclusion given the important issues surrounding it (Nishimura & Busse, 2015). Regular school teachers in India are required to possess a new body of knowledge and skills if the implementation of inclusive education is successful (Das, Kuyini & Desai, 2013). In Malaysia, the planning and implementation in Inclusive Education had been carried out but there were lots of gaps that still need to be improved (Ahmad, 2018). The children are modeling their teacher's behavior because he/she is seen as a role model upholding the values and standards of education. The central role in the management and support of the education of children with disabilities is taken by the teacher as well. (Agyire-Tettey, Cobbina & Hemanoo, 2017).

Challenges will likely to be experienced while learning alongside their peers and may be identified as having special educational needs for students whose knowledge, experience or skills differ significantly from their peers (Salter, Pearson & Swanwick, 2015). The preparation for teachers who are dedicated to teach students who have disabilities is not simple. Training programs for special education teachers will help them nurture the required talents and skills for them to be able to educate students whose needs are much wider than that of the normal ones (Nagro & deBettencourt, 2017). Demonstrating the most positive attitudes towards including students with social issues and the least positive attitudes towards including students with behavioural issues are some of the similarities the pre-service teachers share from all countries. This means that aside from physical aggression, they are less favourable towards including students with behavioural problems (Timor & Hartanska, 2014).

A myriad of nuanced and interlinked influences present in the classroom and external to it, both in place and time, impact on interactions that is happening inside the classrooms which are considered complex places (Salter, Swanwick & Pearson, 2017). Inquiry-based learning, role plays, computer-based learning, and discussion groups are the wide range of types of active learning increasingly experienced by special education students (Singh, Yeh, Singh, Agarwal & Tiwari, 2015). It is necessary to find out what approaches are being used and how these are translated into specific practices in order to consider setting up efficacy studies for this kind of intervention (Rees, Mahon, Herman, Newton, Craig & Marriage, 2015). The best rehabilitation techniques versus desired outcomes can be observed and examined, ideally, with longitudinal controlled prospective studies including large subject numbers and intra-subject controls (De Raeve, Archbold & Diller, 2013). The center to becoming human is social interaction with other human beings. In different degrees of participation and non-participation, human beings both act and interact with others in everyday activities or interaction (Holmstrom & Bagga-Gupta, 2013).

Hence, regular education teachers and special education teachers play a vital role in developing and implementing educational programs for all students as well as those who have disabilities. These programs along with instructional strategies become less important and effective

if regular teachers have unfavourable attitudes toward inclusion. The feeling of discomfort among teachers shall be avoided so that the noble understanding about disability and those suffering from it will prevail.

Conclusion

The issues on disability remain a major discussion among academics locally and globally. The gap between the problem and its solution widens due to people's diverse perspectives based on cultural or educational orientations. An evidence of which is the continuous suffering of members of disability community from different acts of discrimination. The good news is, there are members of various institutions who have the vigor of sharing their social inventions. This reinforces the idea that inclusive education is yet a better alternative to realize the concept of education for all.

Acknowledgement

Dr. Rahim Razalli, Dr. Noor Aini Ahmad, Universiti Pendidikan Sultan Idris (UPSI), Philippine Normal University (PNU), and Filipino Disability Communities

Corresponding Author

Jose M. Ocampo, Jr.
Faculty of Education Sciences
Philippine Normal University-Manila
Manila, Philippines
juno_6970@yahoo.com

References

- Agyire-Tettey, E., Cobbina M., & Hemanoo, E. (2017). Academic Challenges of Students with Hearing Impairment (SHIs) in Ghana. Vol. 29, No.3, 2017; doi 10.5463/DCID.v29i3.646.
- Ahmad, N. A. (2018). Inclusive Education: Better and for the Best. *International Journal of Academic Research in Progressive Education and Development*, 7(3), 557–568. DOI: 10.6007/IJARPEd/v7-i3/4574.
- Al-Makhamreh, S. (2016). Hearing the voices of young deaf people: Implications for social work practice in Jordan. *International Social Work*. 2016, Vol. 59(1) 47–59. DOI: 10.1177/0020872813499057.
- Almotiri, A. (2017). Saudi deaf students post-secondary transitioning experience: a grounded theory study, *Deafness & Education International*, 19:3-4, 162-170. DOI: 10.1080/14643154.2018.1429731.
- Alzgoool, M. (2019). Nexus between Green HRM and Green Management towards Fostering Green Values. *Management Science Letters*, 9(12), 2073-2082.
- Borders, C. M., Meizen-Derr, J., Wiley, S., Bauer, A., & Embury, D. C. (2015). Students Who Are Deaf with Additional Disabilities: Does Educational Label Impact Language Services?, *Deafness & Education International*, 17:4, 204-218, DOI: 10.1179/1557069X15Y.0000000006.
- Brown, N., & Leigh, J. (2018). Ableism in academia: where are the disabled and ill academics? *Disability & Society*, DOI: 10.1080/09687599.2018.1455627.

- Burch, L. (2017). 'You are a parasite on the productive classes': online disablist hate speech in austere times. *Disability & Society*, DOI: 10.1080/09687599.2017.1411250
- Burton, G., Sayrafi, I. & Srour, S. (2013). Inclusion or transformation? An early assessment of an empowerment project for disabled people in occupied Palestine. *Disability & Society*, 28:6, 812-825, DOI: 10.1080/09687599.2013.802223.
- Chen, L. J. (2016). The Factors Affecting the Adaptation of Junior High School Students with Severe Disabilities to Inclusive or Segregated Educational Settings. *International Journal of Learning, Teaching and Educational Research* Vol. 15, No. 5, pp. 27-42.
- Clarke, P., Ailshire, J., Nieuwenhuisen, E., de Kleijn-de Vrankrijker, M. (2011). Participation among adults with disability: The role of the urban environment. *Social Science & Medicine* 721674e1684 doi:10.1016/j.socscimed.2011.03.025.
- Cockain, A. (2014). Becoming quixotic? A discussion on the discursive construction of disability and how this is maintained through social relations. *Disability & Society*, 29:9, 1473-1485, DOI: 10.1080/09687599.2014.953245
- Curle, D. M. (2015). An Examination of Web-Based Information on the Transition to School for Children Who are Deaf or Hard of Hearing. *Deafness & Education International* 2015 VOL. 17 NO. 2. DOI: 10.1179/1557069X14Y.0000000039.
- Das, A., Kuyini, A. & Desai, I. (2013). Inclusive Education in India: Are the Teachers Prepared? <https://www.researchgate.net/publication/235361764>
- Davids, R., Roman, N. & Schenck, C. (2018). Interventions on parenting styles of hearing parents parenting children with a hearing loss: a scoping review, *Deafness & Education International*, DOI: 10.1080/14643154.2018.1445156.
- De Raeve, L., Archbold, S., & Diller, G. (2013). Maximizing the Benefits from Bilateral Implantation, in *Therapy, at Home and at School*, *Deafness & Education International*, 15:1, 52-68.
- Donne, V., & Rugg, N. (2015). Online Reading Practices of Students who are Deaf/Hard of Hearing, *Deafness & Education International*, 17:3, 144-154
- Duner, A., & Olin, E. (2018). Personal assistance from family members as an unwanted situation, an optimal solution or an additional good? The Swedish example. *Disability & Society*, 33:1, 1-19, DOI: 10.1080/09687599.2017.1375900.
- Fontes, F. (2014). The Portuguese Disabled People's Movement: development, demands and outcomes. *Disability & Society*, 29(9), 1398-1411. doi:10.1080/09687599.2014.934442.
- Goodley, D., Liddiard, L. & Runswick-Cole, K. (2018). Feeling disability: theories of affect and critical disability studies, *Disability & Society*, 33:2, 197-217, DOI: 10.1080/09687599.2017.1402752.
- Groce, N., London, J. & Stein, M. (2014). Inheritance, poverty, and disability. *Disability & Society*, 2014 Vol. 29, No. 10, 1554-1568, <http://dx.doi.org/10.1080/09687599.2014.969831>.
- Hammad, T. (2018). Education of people with disabilities: a capability-context framework of culture, *Disability & Society*, 33:5, 685-704, DOI:10.1080/09687599.2018.1455577.
- Harpur, P. (2014). Naming, blaming and claiming ablism: the lived experiences of lawyers and advocates with disabilities. *Disability & Society*, 2014 Vol. 29, No. 8, 1234-1247, <http://dx.doi.org/10.1080/09687599.2014.923749>.
- Harpur, P. & Suzor, N. (2014). The paradigm shift in realising the right to read: how ebook libraries are enabling in the university sector. *Disability & Society*, 2014 Vol. 29, No. 10, 1658-1671, <http://dx.doi.org/10.1080/09687599.2014.973476>

- Henninger, W., IV, & Gupta, S. (2014). How Do Children Benefit from Inclusion? First Steps to Preschool Inclusion: How to Jumpstart Your Programwide Plan. Brookes Publishing. [Www.brookespublishing.com](http://www.brookespublishing.com). 1-800-638-3775.
- Hettiarachchi, S., Daskon-Attanayake, L. & Ranaweera, M. (2016). Accessing tertiary education: expectations and realities for students experiencing disabilities. <https://www.researchgate.net/publication/291447921>.
- Holler, R. (2014). Disability and employment policy in the Israeli welfare state: between exclusion and inclusion. *Disability & Society*, 29(9), 1369–1382. doi:10.1080/09687599.2014.942451.
- Holmstrom, I. & Bagga-Gupta, S. (2013). Technologies at Work: A Sociohistorical Analysis of Human Identity and Communication, *Deafness & Education International*, 15:1, 2-28.
- Hultman, L., Forinder, U., Fugl-Meyer & Pergert, P. (2018). Maintaining professional integrity: experiences of case workers performing the assessments that determine children's access to personal assistance, *Disability & Society*, 33:6, 909-931, DOI: 10.1080/09687599.2018.1466691.
- Hutchinson, K., Roberts, C., & Daly, M. (2017). Identity, impairment and disablement: exploring the social processes impacting identity change in adults living with acquired neurological impairments. *Disability & Society*, 33(2), 175–196. doi:10.1080/09687599.2017.1392931.
- Lewis, R., Dobbs, L. & Paul Biddle, P. (2013). 'If this wasn't here I probably wouldn't be': disabled workers' views of employment support. *Disability & Society*, 28(8), 1089-1103, DOI: 10.1080/09687599.2012.758031.
- Lid, I. M. & Solvang, P. K. (2015). ALTER, *European Journal of Disability Research* (10)181–194. <http://dx.doi.org/10.1016/j.alter.2015.11.003>.
- Love, L., Traustadottir, R., & Rice, J. G. (2018). Achieving disability equality: empowering disabled people to take the lead. *Social Inclusion*, 6(1), 1-8. <https://doi.org/10.17645/si.v6i1.1180>.
- Nagro, S. & Debettencourt, L. (2017). Reviewing Special Education Teacher Preparation Field Experience Placements, Activities, and Research Do We Know the Difference Maker? *Teacher Education Quarterly*, Summer.
- Nishimura, T. S. & Busse, R. (2015). A factor analytic validation study of teachers' attitudes towards inclusive classrooms (STATIC). *International Journal of Special Education* 30(3), 1-8.
- Mngo, Z., & Mngo, A. (2018). Teachers' Perceptions of Inclusion in a Pilot Inclusive Education Program: Implications for Instructional Leadership. *Hindawi. Education Research International* Volume 2018, Article ID 3524879. <https://doi.org/10.1155/2018/3524879>.
- Muhammad, K., Saoula, O., Issa, M., & Ahmed, U. (2019). Contract Management and Performance Characteristics: An Empirical and Managerial Implication for Indonesia. *Management Science Letters*, 9(8), 1289-1298.
- Harris, P. S., Renko, M., & Caldwell, K. (2014). Social entrepreneurship as an employment pathway for people with disabilities: exploring political–economic and socio-cultural factors. *Disability & Society*, 29(8), 1275–1290. doi:10.1080/09687599.2014.924904.
- Pletzena, E., Booyens, M. & Lorenzo, T. (2014). An exploratory analysis of community-based disability workers' potential to alleviate poverty and promote social inclusion of people with disabilities in three Southern African countries. *Disability & Society*, 29(10), 1524–1539, <http://dx.doi.org/10.1080/09687599.2014.958131>.

- Powell, D., Hyde, M. & Punch, R. (2013). Inclusion in Postsecondary Institutions with Small Numbers of Deaf and Hard-of-Hearing Students: Highlights and Challenges. *Journal of Deaf Studies and Deaf Education Advance Access* published July 25, 2013. doi:10.1093/deafed/ent035.
- Rees, R., Mahon, M., Herman, R., Newton, C., Craig, G. & Marriage, J. (2015). Communication Interventions for Families of Pre-School Deaf Children in the UK, *Deafness & Education International*, 17:2, 88-100.
- Khalid, N., Islam, D. M. Z., & Ahmed, M. R. M. (2019). Sentrepreneurial Training and Organizational Performance: Implications for Future. *Humanities & Social Sciences Reviews*, 7(2), 590-593.
- Salter, J., Pearson, S. & Swanwick, R. (2015). Teaching assistants' perspectives of deaf students' learning experiences in mainstream secondary classrooms. In: *Proceedings of the 22nd International Congress on the Education of the Deaf.*, 22nd International Congress on the Education of the Deaf, 06-09 Jul 2015, Athens, Greece.
- Salter, J., Swanwick, Ruth., & Pearson, S. (2017). Collaborative Working Practices in Inclusive Mainstream Deaf Education Settings: Teaching Assistant Perspectives, *Deafness & Education International*, 19:1, 40-49, DOI: 10.1080/14643154.2017.1301693.
- Sepulchre, M. (2018). Tensions and unity in the struggle for citizenship: Swedish disability rights activists claim 'Full Participation! Now!', *Disability & Society*, DOI: 10.1080/09687599.2018.1440194.
- Sherlawa, W., & Hudebine, H. (2015). The United Nations Convention on the rights of persons with disabilities: Opportunities and tensions within the social inclusion and participation of persons with disabilities. *ALTER, European Journal of Disability Research* 9 (2015) 9–21. <https://doi.org/10.1016/j.alter.2014.08.001>
- Singh, A., Yeh, C. J., Singh, Y. P., Aarwal, A., & Tiwari, A. (2015). Best Practices for Designing Practicum in Special Education Programs. *EUROPEAN ACADEMIC RESEARCH* Vol. III, Issue 4.
- Slasberg, C., & Beresford, P. (2014). Government guidance for the Care Act: undermining ambitions for change? *Disability & Society*, 2014 Vol. 29, No. 10, 1677–1682, <http://dx.doi.org/10.1080/09687599.2014.954785>.
- Soldatic, K. (2013). The transnational sphere of justice: disability praxis and the politics of impairment. *Disability & Society*, 28:6, 744-755, DOI: 10.1080/09687599.2013.802218.
- Soorenian, A. (2018). Disabled people's inclusion in education: a global perspective, *Disability & Society*, DOI: 10.1080/09687599.2018.1453578
- Symeonidou, S. (2014). New policies, old ideas: the question of disability assessment systems and social policy, *Disability & Society*, 29:8, 1260-1274, DOI: 10.1080/09687599.2014.923751.
- Timor, T., & Hartanska, J. (2014). Attitudes of Israeli and Slovak Student-Teacher Towards the Inclusion Of Students with Special Needs in Mainstream Education: A Comparative Study. *Special Education-Professional and Scientific Issues*, 15(1-2): 7-23, DOI: 10.2478/JSER-2014-0001.
- Vickers, M. (2014). Disability and dirty workers: stories of physical, social and moral taint. *Disability & Society*, 29:9, 1356-1368, DOI: 10.1080/09687599.2014.940446.
- Virendrakumar, B., Jolley, E., Badu, E., & Schmidt, E. (2018). Disability inclusive elections in Africa: a systematic review of published and unpublished literature. *Disability & Society*, 33:4, 509-538, DOI: 10.1080/09687599.2018.1431108.

- Wang, Q., & Andrews, J. (2017). Literacy instruction in primary level deaf education in China, *Deafness & Education International*, DOI: 10.1080/14643154.2017.1344464.
- Waterfield, B., Beagan, B., & Weinberg, M. (2017). Disabled academics: a case study in Canadian universities. *Disability & Society*, DOI: 10.1080/09687599.2017.1411251.
- Williams, V., Tarleton, B., Heslop, P., Porter, S., Sass, B., Blue, S., Merchant, W., & Mason-Angelov V. (2017). Understanding disabling barriers: a fruitful partnership between Disability Studies and social practices?, *Disability & Society*, DOI: 10.1080/09687599.2017.1401527.
- Wong, M. E., Ng, Z. J., & Poon, K. (2015). *International Journal of Special Education*, Vol. 30, No: 3.