

Conceptualising Inclusive Pedagogies: Evidence from International Research and the Challenge of Autistic Spectrum

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Abstract

The historical development of special education has left a legacy of beliefs regarding special procedures and teaching approaches for specific groups of children. These practices might appear to contribute to the continued growth of pedagogical practices that do not acknowledge the issue of inclusion. This paper considers the notions of inclusive pedagogies that emerge from a vignette study as part of an international review of the conceptualisation of special educational needs. Within this data evidence emerges regarding students with autistic spectrum disorder, a group who are often advocated as in need of special and specific educational provision. This paper critically examines this evidence. The implications of this analysis for understanding inclusive classrooms are discussed, including the extent to which effective education for students with autistic spectrum disorder can be part of an effective education for all.

Keywords

effective education, autistic spectrum disorder, inclusive pedagogy