

Wiley Handbooks in Education



THE WILEY HANDBOOK OF DIVERSITY IN SPECIAL EDUCATION

Edited By
MARIE TEJERO HUGHES
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WILEY Blackwell

The Wiley Handbook of Diversity in Special Education

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Foreword

Clayton E. Keller

Special educators grapple with diversity in their practice in myriad ways. A recent instance for me was when I was the coordinator of a special education master's program in the only public university of a country in the Gulf region of the Middle East. The student population was diverse, more so than I had experienced at any time in my years as a special educator or faculty member. There were, for instance, nationals and nonnationals, Arabs and non-Arabs, those facile with English and those for whom reading, speaking, and writing in this language of instruction for the program was a struggle, and males and females together, a situation that is by no means a given in Gulf institutions. The 10 students in one cohort were from 10 different states—Qatar, Egypt, Syria, Tunisia, Jordan, Palestine, India, Pakistan, Singapore, and Brazil—and additional countries were represented in other cohorts—Iraq, Turkey, Nigeria, and the United States.

The goal of the program was to prepare, in the absence of a terminal degree in the country, the special education leaders that the country needed for its public and international schools, centers, governmental and nongovernmental organizations, and other entities that address the needs of children and youth with disabilities and their families. As such, we used the literature of the world, especially the West and the United States where I am from, but also from the Arab world at times, to examine different aspects of special education in the country where we were located as well as the students' home nations in order to determine how to improve policies and practices in the education of students with exceptionalities. In the first semester's issues course, we did this for topics such as equity, special education, assessment, assistive technology, early childhood services, transition, research, and diversity.

For the topic of diversity, I assigned Donna Y. Ford's (2012) article in *Exceptional Children*, "Culturally different students in special education: Looking backward to move forward," and then the chapter by the late Jeanette Klingner and her colleagues, "Cultural and linguistic diversity in special education," from Bateman, Lloyd, and Tankersley's (2015) *Enduring issues in special education: Personal perspectives*. Not being as knowledgeable about this important area in special education as I should be, I felt these were two of the strongest current readings that could provide my students with an overview of and orientation to the topic, but I always worried before class about how applicable the students would find

the readings, given their focus on diversity in the United States. My students always rose to the challenge, extracting actionable points from the materials and our discussions that they could apply in their practice. I always wanted something else, though, that could speak more directly to the diversity we were facing.

With this book, *The Wiley handbook of diversity in special education*, edited by Marie Tejero Hughes and Elizabeth Talbott, there now is more for all of us in special education. Since my doctoral days, I have loved a good handbook for the efficient summaries of literature of interest and the expansion to my thinking they have provided time and again. Given the choices the editors made in assembling the volume, this handbook qualifies as an excellent one for a number of reasons.

Generally, the chapter authors chosen to contribute to a handbook typically reflect the countries or regions of the editors, for example, the United States, the United Kingdom, or Europe. However, the collection of contributors in this handbook represents the most internationally diverse selection I have seen in such a volume, not only for the locations of their affiliated institutions, but also for the regions of the world in which they have worked and served—for example, East and sub-Saharan Africa, Latin America, the Caribbean, Eastern Europe, the Middle East, different regions of Asia, and the South Pacific.

What does this do for the handbook? It greatly expands the opportunities to investigate complex intersectionalities of a wide range of diversity dimensions—race, ethnicity, culture, language, religion, gender, socioeconomic status, resident or immigrant status, and placement on the dimension of traditional and modernity, among others—from the perspectives of those who have lived and experienced them in their work. It allows access to the all-important values that underlie how the dimensions of diversity are addressed both across and within societies and communities around the world. And, as my colleague Maha Al-Hendawi and I have noted regarding the construct of at-risk (Al-Hendawi & Keller, 2014), an existing literature from predominantly the West can inform policies and practices in other parts of the world, but at the same time ideas from the world can expand that literature; the same is true for diversity with this volume.

The selection of authors from different regions also blends those who work within educational systems that emphasize special education to provide appropriate education to students with disabilities with those who promote and use inclusion to meet the educational needs of such students, and many others, within the general education system. Such a mixed orientation is relatively unique among handbooks, as they usually emphasize one approach over the other in an either-or way. Although the volume is not seeking to blend the two orientations as some do (e.g., Hornby, 2015), the shifting between special education and inclusion across the chapters better reflects the both-and situation that exists in the world, and by doing so extends the literature on international, comparative special education.

Collectively, the authors' work has occurred in the full range of types of arrangements that nations have for providing education to exceptional learners (Anastasiou & Keller, 2011), such as situations initiating special education provision within limited national education systems; others that are expanding and improving special education in still developing national education systems; ones using inclusive approaches in developed educational systems; and examples of

extensive special education within developed national systems. How is diversity in special education considered and addressed across the ways that nations educate their children and youth? What can we learn about diversity through such cross-national comparisons? This volume provides readers with a relatively unique opportunity to investigate these larger questions about diversity with cross-national comparisons.

Finally, besides the benefits that arise from the choices that Tejero Hughes and Talbott made regarding chapter authors, others follow from the topics they asked their scholars to review vis-à-vis the research on diversity. Certain issues in or aspects of special education are especially relevant to examine with regards to diversity, and these indeed receive extensive coverage in the volume—for instance, equity, social justice, inclusion, assessment and identification, family involvement, and instructional matters in second or multiple languages. But the inclusion of reviews of the research on diversity for other topics—for example, technology, science and math instruction, and peer-mediated instruction—at first novel to me, produced an “of course” reaction. As such, the handbook will prove to be an essential complement to other handbooks and literature reviews for me in my work: I will draw upon the latter ones for an overview, but then turn to this volume for a more expansive consideration of my topic of interest.

In sum, Tejero Hughes and Talbott’s *The Wiley handbook of diversity in special education* captures the diversity of diversity in special education at this time across dimensions of diversity, components of education, and societies around the world. It provides not only the latest thinking of established experts but also new voices and perspectives of scholars rising in the profession of special education. And, as a result, we are now better informed to pursue the continuing work that diversity in special education requires of us all.

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Preface

The Wiley Handbook of Diversity in Special Education

Elizabeth Talbott and Marie Tejero Hughes

Beginning in 1948 with its universal declaration of human rights, the United Nations has set the stage for the education of all children and youth around the world, including those with disabilities. The United Nations has argued that students must receive effective support to maximize their academic and social development within the general education system (2006). Furthermore, the United Nations has recognized the importance of “accessibility to the physical, social, economic and cultural environment, to health and education and to information and communication, in enabling persons with disabilities to fully enjoy all human rights and fundamental freedoms” (United Nations, 2006, preamble section v).

Alongside its 1948 declaration of human rights, its 2006 convention on the rights of persons with disabilities, and the UNESCO (2000) statement promoting education for all, comes the practical challenge of serving all children and youth in the general education system. Children with disabilities are among the most marginalized and excluded in the world, including their exclusion from education (UNICEF, 2013). In addition, classrooms around the world are more ethnically diverse than ever before, making the challenge of teachers meeting students’ diverse academic and social needs an increasingly daunting one. For instance, the United States has seen a significant increase in the immigration of families from around the world, with English-language learners becoming the fastest-growing population in American schools (Gandara & Hopkins, 2010). In Europe, greater mobility of families within and across countries and the current refugee crisis have contributed to diversity in schools and the challenge of educating all students (European Commission Directorate General for Education and Culture, 2003, 2016). Across continents, “globalization and the tensions observed in a given nation between cultural continuity and change” also shape how special education is delivered (Kozleski, Artiles, & Waitoller, 2011, p. 7).

The impact of immigration is often first seen in a nation’s classrooms. Not only do immigrant youth speak languages other than the dominant one, they may hail from war-torn and impoverished nations, leading to interruptions in their education and related adjustment and mental health problems (Lustig et al., 2004). Educated alongside a nation’s immigrants are its native-born youth, some of whom

may be growing up in poverty, others of whom are achieving at or above grade level. Further adding to classroom diversity, in many countries, such as the United States, the majority of students with disabilities are educated in general education classrooms for the majority of the day (US Department of Education, 2015).

It is in this context that we present *The Wiley handbook of diversity in special education*, to address pressing issues associated with the schooling and education of diverse learners with disabilities. We are delighted to engage authors from around the world on this topic. Contributors to the volume hail from many countries, including Canada, Finland, Greece, India, Mexico, Scotland, South Africa, the United Kingdom, and the United States. Furthermore, many of the authors have conducted research, prepared teachers, and/or provided consultation to educators in countries other than their own. Together, these authors contribute wide-ranging perspectives on the education of children and youth with disabilities, from countries in the northern and southern hemispheres, and in the context of each country's national education system.

Authors describe the experiences, challenges, and effective tools for assessment and intervention for youth with disabilities from diverse backgrounds and in a wide range of educational contexts. These include education in schools alongside one's peers without disabilities; the receipt of part-time and full-time special education; and the experience of being locked out of schools and effective instruction altogether. The handbook authors address implications for the delivery of effective interventions in such varied situations. To do that, the book is organized into five parts. In the first part, entitled "Including Students with Disabilities," authors tackle issues associated with the inclusion of students with disabilities in schools. These issues range from those associated with social justice and cultural understanding to the success of education in specific countries. In the second part, entitled "Contemporary Issues in Educating Diverse Students," authors address topics ranging from family diversity and poverty to the education of culturally diverse students in the context of language and literacy instruction. In the third and fourth parts, entitled "Instruction" and "Supporting and Assessing Diverse Learners," respectively, authors present strategies for the assessment and intervention for diverse students with disabilities in mathematics, science, reading, writing, technology, and peer tutoring. In the final section, entitled "Preparation of Educators for Inclusive Environments," authors address the challenges of preparing educators to serve students with disabilities in a wide range of countries and under diverse national education systems. We invite readers to explore the paths laid out by authors in these chapters, to engage in a discussion of current research on diversity in special education, and to join us in contributing to future research.

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Part I

Including Students with Disabilities

