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Titolo	Learning diversity in the Chinese classroom : contexts and practice for students with special needs // edited by Shane N. Phillipson
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Altri autori (Persone)	PhillipsonShane N
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Regular Chinese classroom / Shane N. Phillipson -- Critical issues in diversity and schooling within Asia / Suk Ching Stella Chong -- Conceptions and challenges within the inclusive Asian classroom / Hoi Yan Cheung and Leng Han Martha Hui -- Classroom diversity : towards a whole-school approach / Chris Forlin -- Including children with motor disabilities and health impairments / Shihui Chen -- Specific language impairment and hearing impairment / Chris R. Dowson -- Giftedness within the Confucian-heritage cultures / Shane N. Phillipson and Hoi Yan Cheung -- Students with visual and perceptual difficulties / Simon Leung and Phoebe Yeung -- Including students with intellectual disabilities / Kim Fong Poon-McBrayer and Philip McBrayer / Understanding and teaching students with emotional and behavioral disorders / Sivaness Phillipson -- Including students with learning disabilities / Fuk Chuen Ho -- Developing inclusive schools in Hong Kong / Chris R. Dowson -- Chinese perspective on guidance and counseling for diverse learners / Betty C. Eng -- Classroom management for children with diverse learning needs / Ming Tak Hue.
Sommario/riassunto	A unique feature of Learning Diversity in the Chinese Classroom is its Chinese context for meeting the educational requirements of children

with special needs. At a time when many of the currently available texts in the area have a general perspective, Asian teachers and students have long felt the need for a text that specifically recognizes the local context. This book notes that international trends, including those in many Southeast Asian countries are moving toward inclusive education and special needs. The book is categorized into three major sections, namely 'The Chinese Classroom', 'Catering for Learning Diversity' and 'Whole-School Approaches to Learning Diversity'. The individual chapters put under the aforesaid sections revolve around the themes about giftedness, counselling, behavioural management and the like.
