

1. Record Nr.	UNINA9910969154803321
Autore	Powell Justin J. W.
Titolo	Barriers to inclusion : special education in the United States and Germany / / Justin J.W. Powell
Pubbl/distr/stampa	London ; ; New York : , : Routledge, , 2016
ISBN	1-317-26337-5 1-317-26336-7 1-315-63588-7
Edizione	[1st ed.]
Descrizione fisica	1 online resource (344 p.)
Collana	Yale series in sociology
Disciplina	371.9
Soggetti	Special education - United States - History Special education - Germany - History Inclusive education - United States - History Inclusive education - Germany - History
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"First published 2011 by Paradigm Publishers"--t.p. verso.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Half Title; Title Page; Copyright Page; Dedication; Table of Contents; List of Figures; List of Tables; Acknowledgments; 1 Special Education and Student Disability Over the Twentieth Century; 2 Comparing Special Educational Systems; 3 Compulsory Schooling for All Children: Learning Opportunities in Special Classes and Special Schools; 4 Classifying Student Dis/Abilities and Dis/Advantages; 5 The Development of Special Education in the United States; 6 The Development of Special Education in Germany; 7 Special Education in the United States and Germany Compared 8 The Expansion and Divergence of Special Education Systems Notes; Abbreviations and Acronyms; Bibliography; Index
Sommario/riassunto	Barriers to Inclusion offers a comparative and historical account of the rise of special education over the twentieth century in the United States and Germany. This institutional analysis demonstrates how categorical boundaries, professional groups, social movements, and education and social policies shaped the schooling of children and youth with disabilities. It traces the evolution of special education classification, explores growing special education organizations, and examines

students' learning opportunities and educational attainments. Highlighting cross-national differences over time, the author also investigates demographic and geographic variability within the federal democracies, especially in segregation and inclusion rates of disabled and disadvantaged children. Germany's elaborate system of segregated special school types contrasts with diverse American special education classrooms mainly within regular schools. Joining historical case studies with empirical indicators, this book reveals persistent barriers to school integration as well as factors that facilitate inclusive education reform in both societies.
