

Doing (Dis-) Integration.

An ethnographic study of the social intergation of children
with Intellectual disabilities in inclusive schools

(1) Definitions

Inclusion

- *a particular method, an approach to working with heterogeneous groups, a greater degree of integration, a learning and teaching culture*

- „inclusio“: confinement

- *Inklusen* (recluse: monks, nuns) lived in voluntary seclusion from public and society

Integration

- fitting the child with „special needs“ to existing provision

- „integratio“: renewing

- mechanical and organic solidarity (Durkheim 1992)

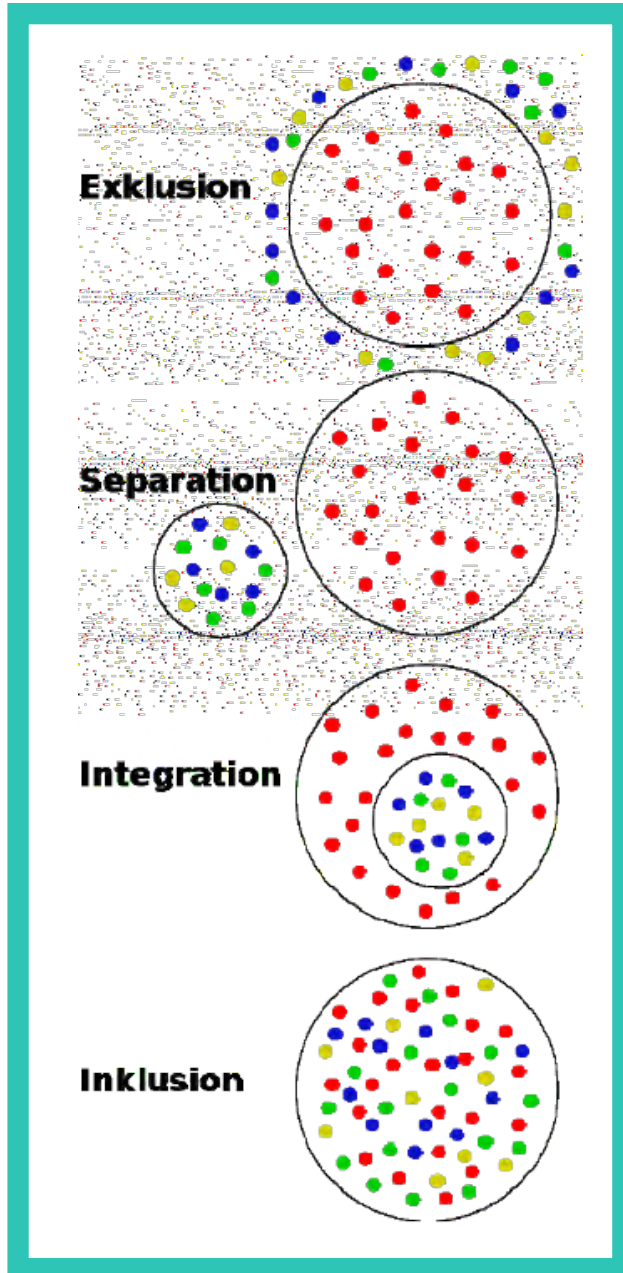
BUT: in sociology: “A person has to be included in a social context, before this person is integrated in social relationships.”



*„Experience in many countries demonstrates that the integration of children and youth with special educational needs is best achieved within inclusive schools that serve all children within a community. It is within this context that those with special educational needs can achieve the fullest educational progress and social integration.“
(UNESCO 1994)*

Integration is a knock-on effect on inclusion.





The stage model of inclusion is inaccurate.

Differentiation:

(1) Disability: social/ cultural attribution

(2) Impairment: limitation of physical function



**Children with
disability, special
needs?**

Special needs:

Educators

Teachers

Experts:

medical,
psychological

educational

Recommndation

Report

Legal Section

PARENTS

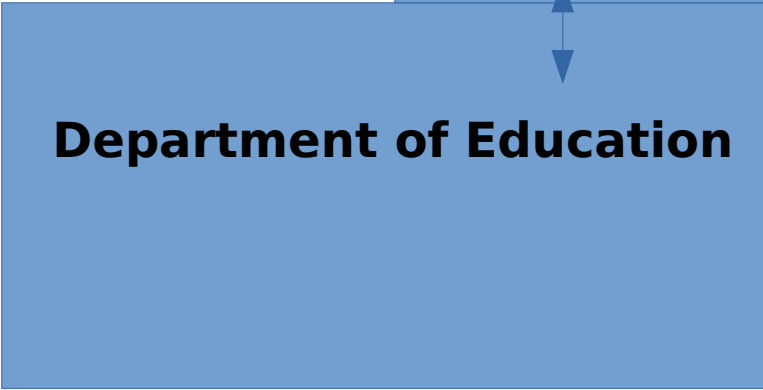
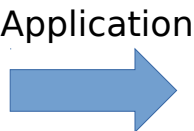
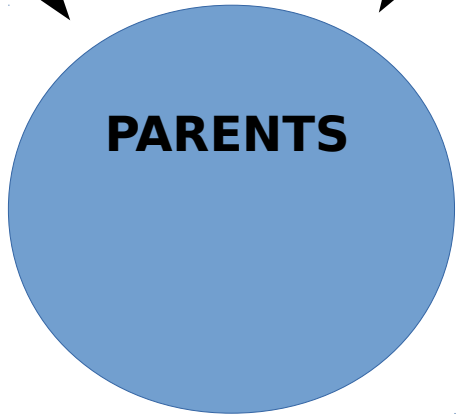
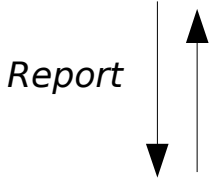
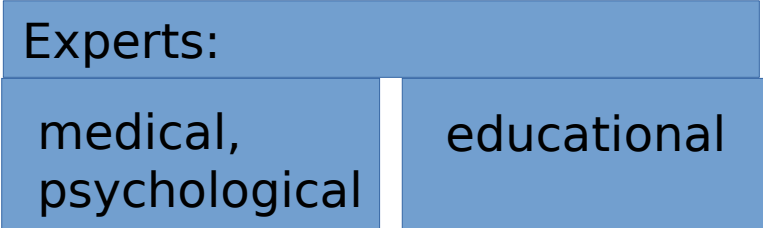
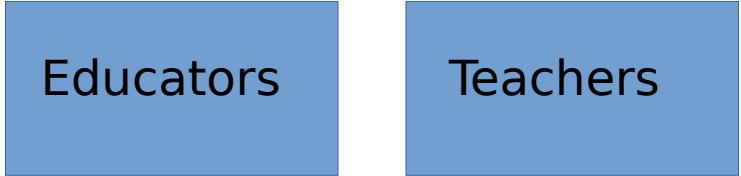
Application

Department of Education

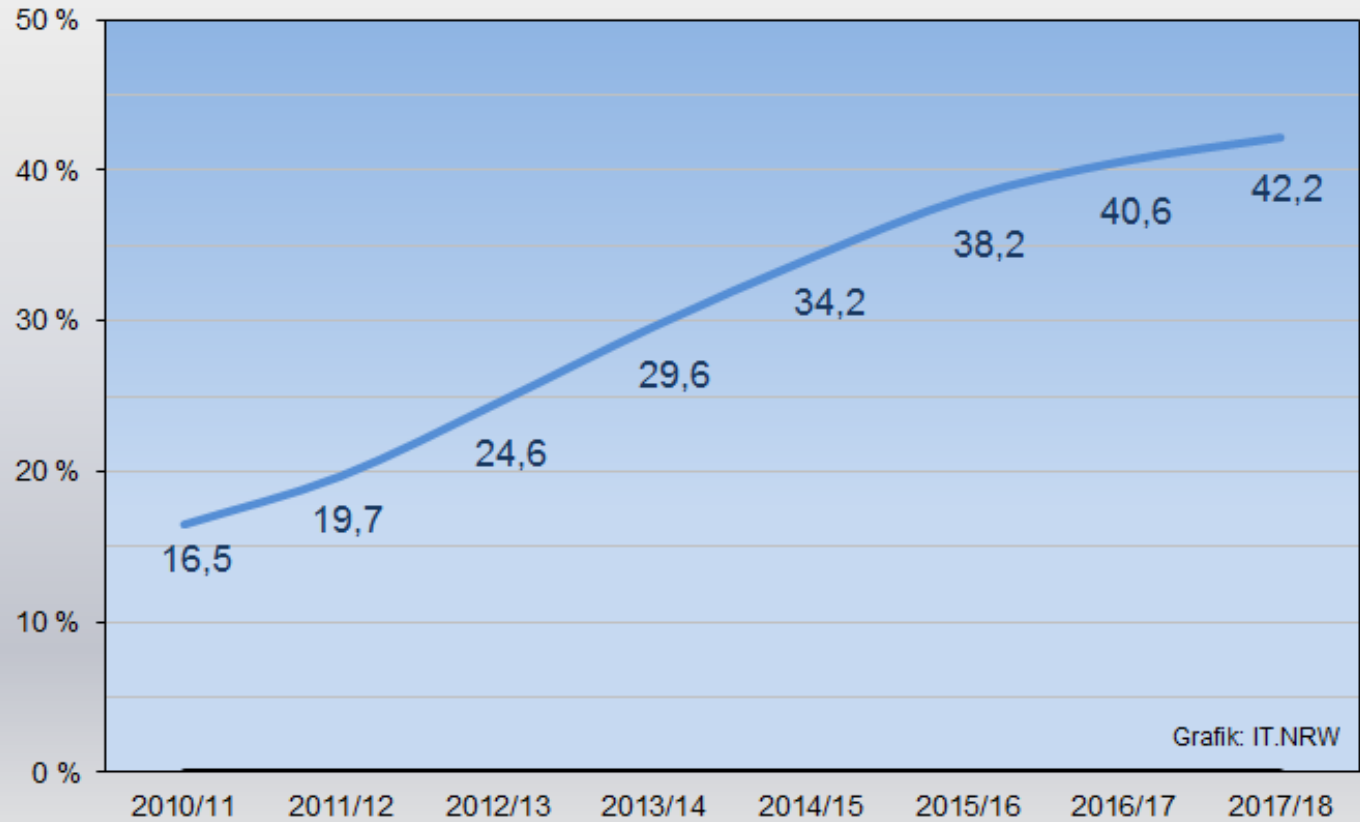
Decision

Special Needs

School Principal



(2) Inclusive Schools

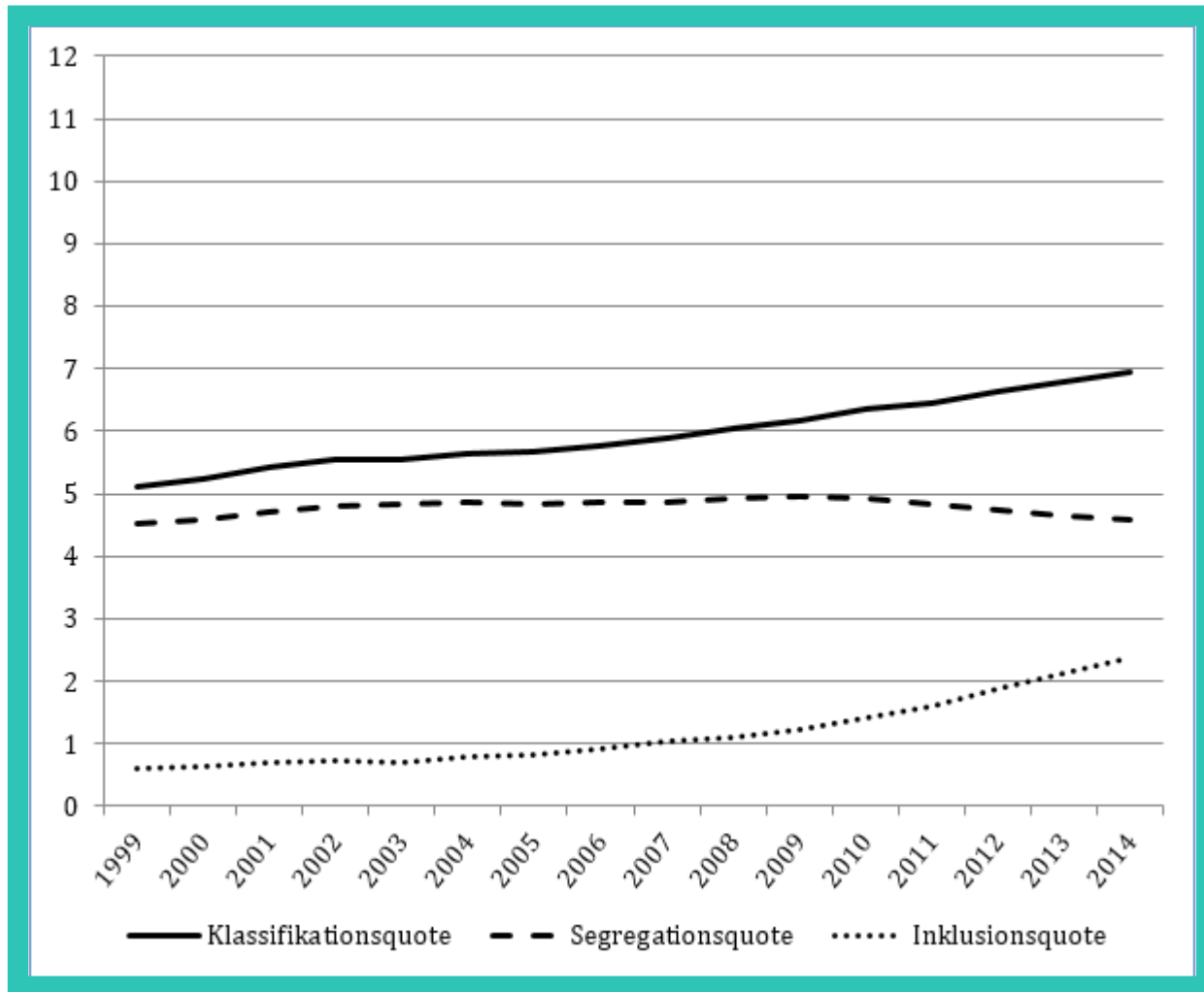


Quota of inclusion (Nordrhein-Westfalen)



Quota of inclusion

The proportion of students with special needs visiting a general school relating to all students with special needs



(Brüggemann & Tegge, 2016)



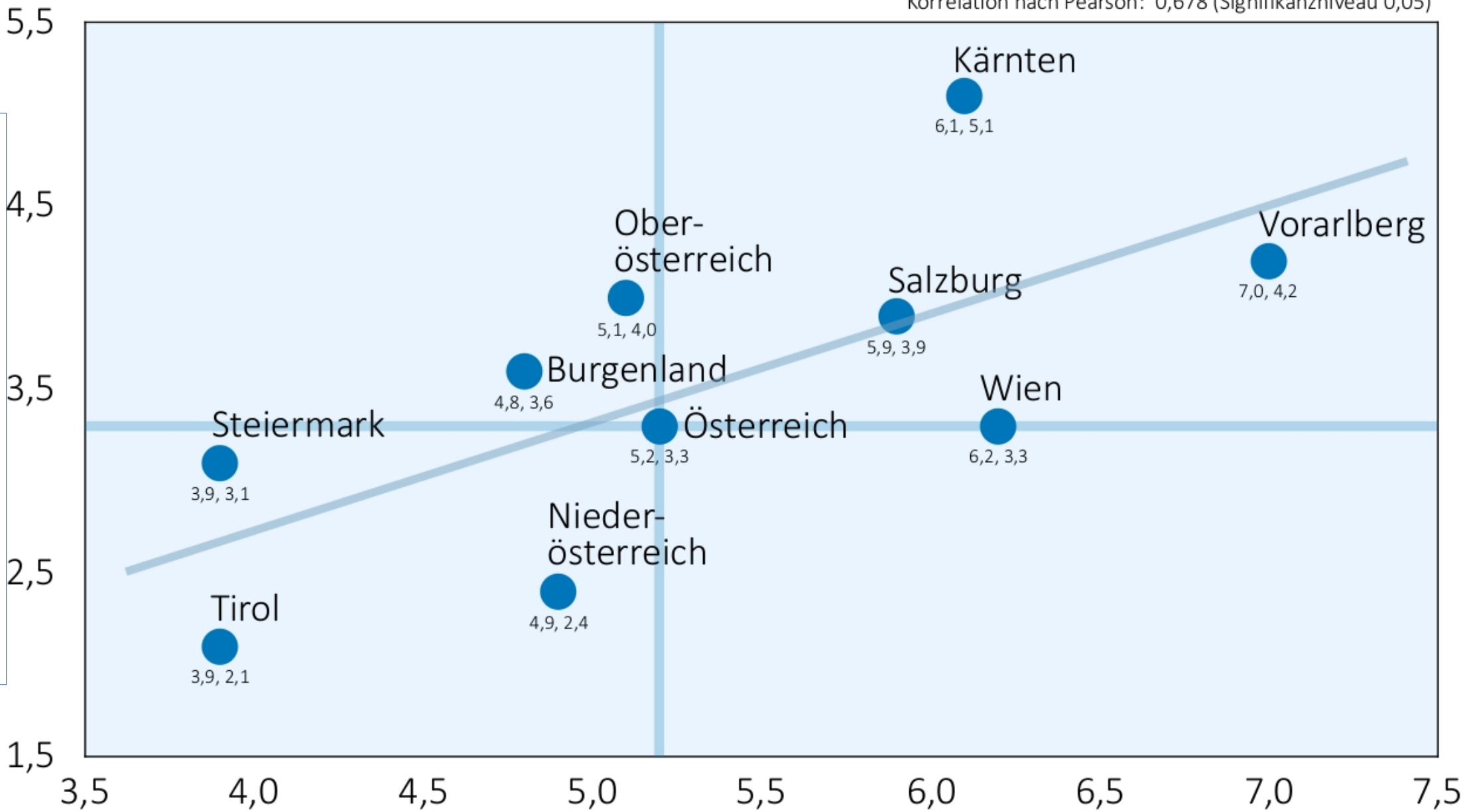
----- **rate:**
children with *special needs*

- - - - **rate:**
children with disability in special
school

..... **rate:**
children with disability in general
(inclusive) school

rate:
children with disability in general
(inclusive) school

Korrelation nach Pearson: 0,678 (Signifikanzniveau 0,05)



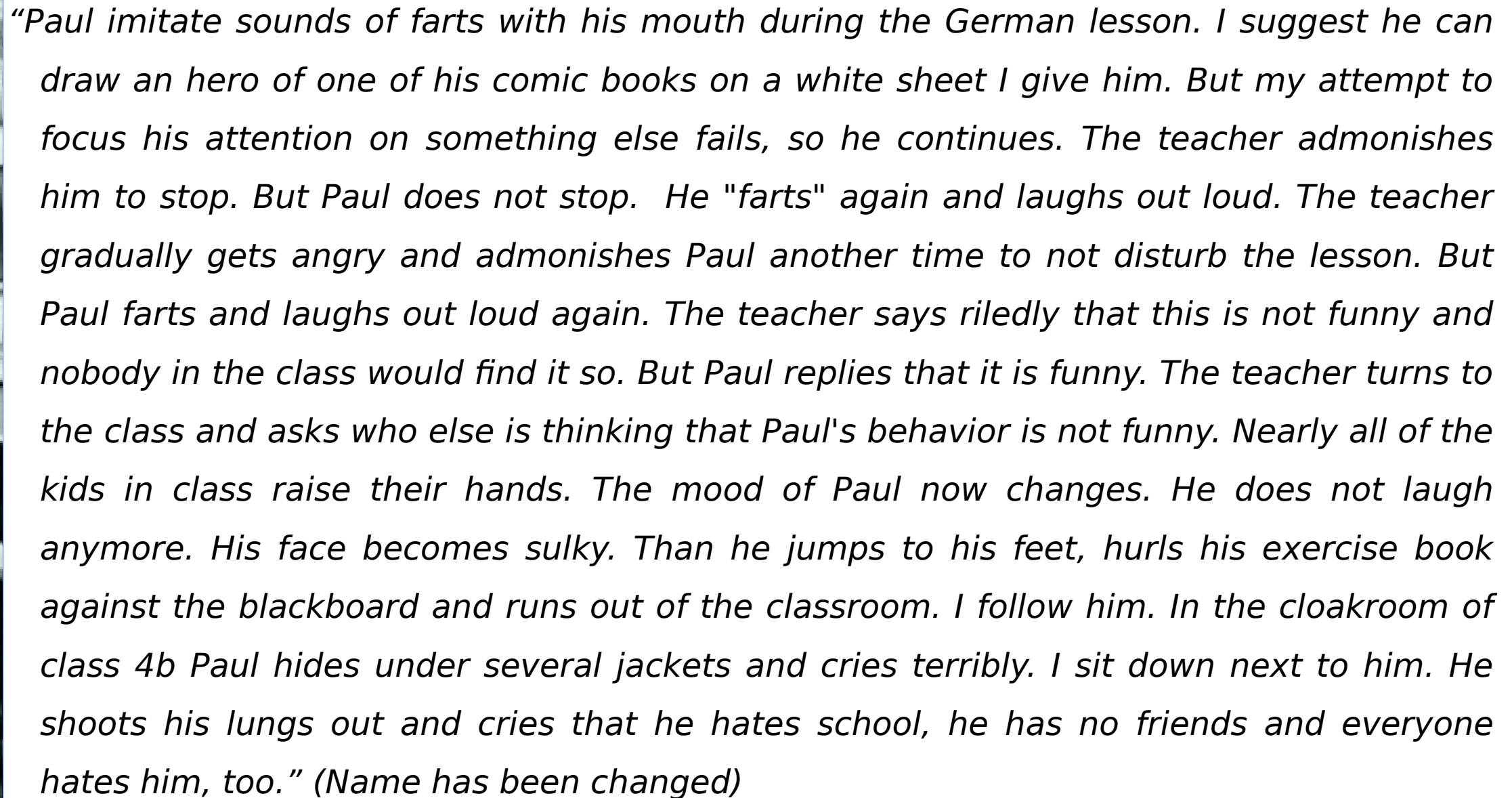
rate:
children with *special needs*

Students with special needs:

- high risk to have no mutual friendships
- high risk to do not participate in social life of class



**ATIS-SI report
(Schwab 2018)**



“Paul imitate sounds of farts with his mouth during the German lesson. I suggest he can draw an hero of one of his comic books on a white sheet I give him. But my attempt to focus his attention on something else fails, so he continues. The teacher admonishes him to stop. But Paul does not stop. He "farts" again and laughs out loud. The teacher gradually gets angry and admonishes Paul another time to not disturb the lesson. But Paul farts and laughs out loud again. The teacher says riledly that this is not funny and nobody in the class would find it so. But Paul replies that it is funny. The teacher turns to the class and asks who else is thinking that Paul's behavior is not funny. Nearly all of the kids in class raise their hands. The mood of Paul now changes. He does not laugh anymore. His face becomes sulky. Than he jumps to his feet, hurls his exercise book against the blackboard and runs out of the classroom. I follow him. In the cloakroom of class 4b Paul hides under several jackets and cries terribly. I sit down next to him. He shoots his lungs out and cries that he hates school, he has no friends and everyone hates him, too.” (Name has been changed)

SCHOOL

Ideology and Ideological State Apparatus
(Althusser, 1970)

Discipline and Punish (Foucault, 1975)

“Discipline is an art of rank, a technique for the transformation of arrangements. It individualizes bodies by a location that does not give them a fixed position, but distributes them and circulates them in a network of relations” (Foucault, p. 146)



(3) Research Question



- ***Which social practices are presented in the process of (dis-) integration?***
- ***Which practices are conceivable, which practices are impossible?***
- ***Which behavior patterns are practiced by children with disabilities to be perceived as an integrated subject, or to be resistant?***
- ***Are there practices to stage-manage a successful integration?***
- ***How is the effect of the practices on the process of subjectification of children with disabilities?***



Doing/ Practices:

- elementary Practices
- a practice is continuously running

“What is it that it keeps itself running?”

“How is the child going home?”

> totally public and observable

Doing



Ethnography

„ethno(s)“ = nation; people
„graphy“ = to write

„What the hell is going on here?“ (Geertz)

(4) Method

**Strategies of making
someone/ something
strange**
(Breidenstein, 2010)



- (1) the intensity of participant observation relieved of pressure to act
- (2) extensive textualization
- (3) systematical breaks in field-trips
- (4) focus on theory of social practices

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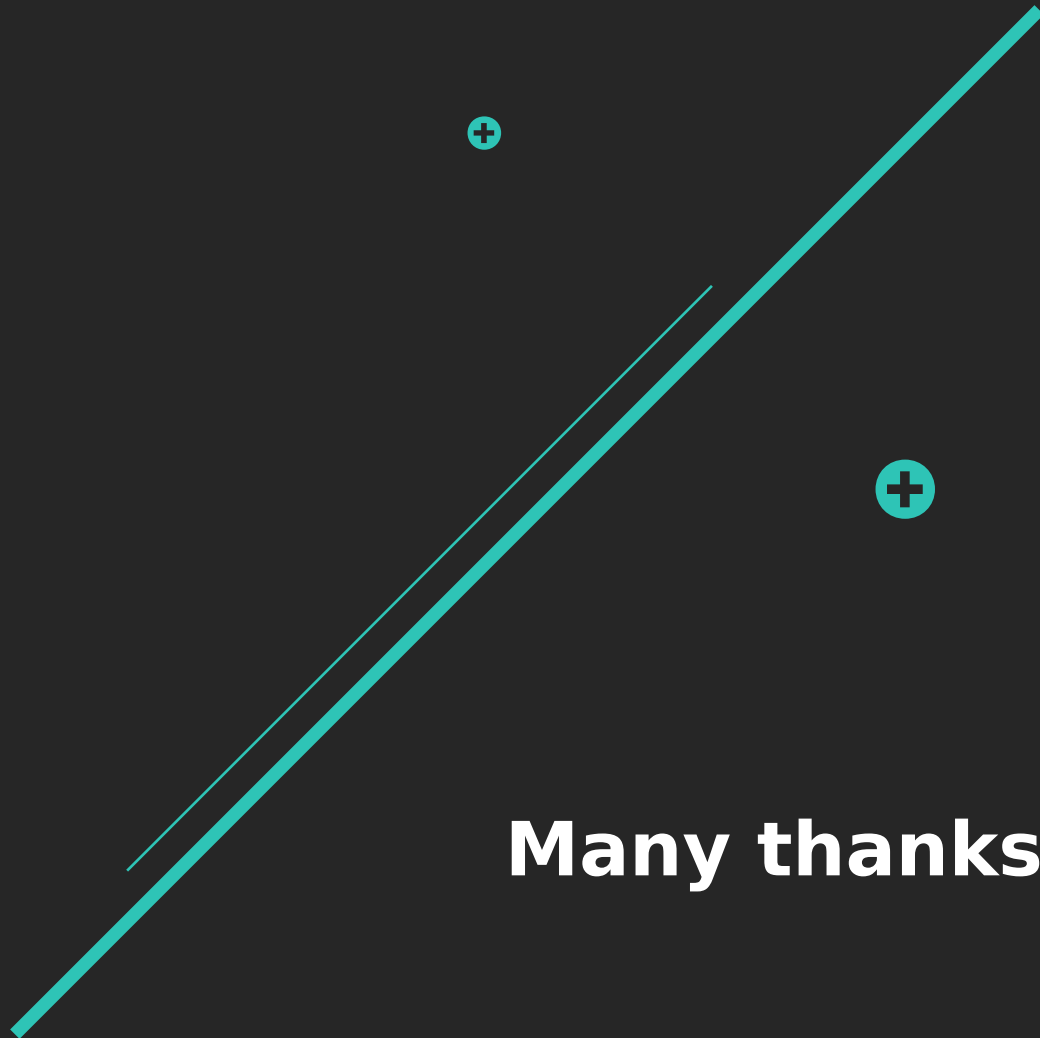
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Many thanks for your attention!