

**ASPECTS OF THE INTEGRATION OF HANDICAPPED AND DISADVANTAGED
STUDENTS INTO EDUCATION.
EVIDENCE FROM QUANTITATIVE AND QUALITATIVE DATA.**

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Any comparative discussion concerning the integration or inclusion of students with handicaps into education systems requires thought to be given to the types of students who are included under such a heading. The term 'handicap' although used widely in French is not popular in other countries where the term 'Special Educational Needs' (SEN) is more commonly used. However the use of this term complicates the matter even further when educational policy issues are paramount.

Work completed by the Centre for Educational Research and Innovation (CERI) at the Organisation for Economic Co-operation and Development (OECD) shows that the term SEN is used very variably across countries (OECD 2000, 2003). In some countries it refers only to students with disabilities, in others it also includes those from socially disadvantaged backgrounds. In yet others it includes in addition those from ethnic minority backgrounds. Some countries also include gifted children under the SEN heading.

Further complexities arise from different definitions of particular handicapping categories in use in different countries and differing numbers of categories used to gather statistical data.

In order to provide some order on this rather chaotic situation from the point of view of international comparisons, OECD countries agreed to reallocate their own national categories into three cross-national categories. These three categories are known as 'A', 'B' and 'C'. A includes those students whose disability clearly arises from organic impairment. B refers to those students who have learning difficulties that may well be acquired for example through unsatisfactory experiences in and out of school and C to those who have difficulties because of social disadvantage. What all of these three categories have in common is that governments provide additional resources to help them access the curriculum. Annex 1 shows how countries allot their national categories into the cross-national framework.

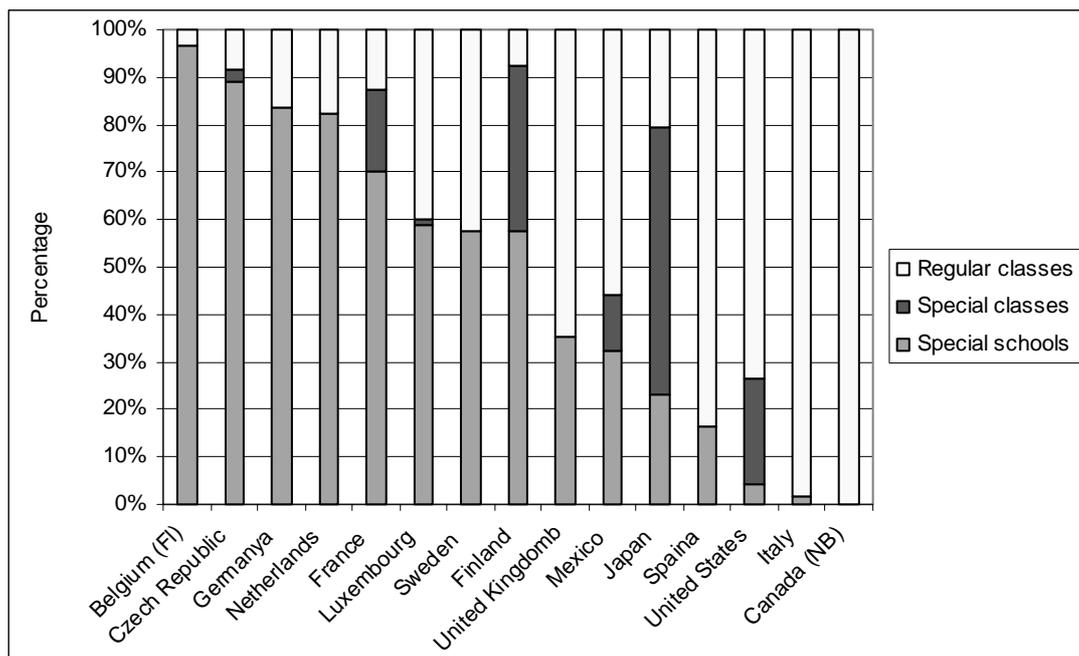
Questions relating to the degree of integration can then be addressed to each of these categories in turn. The main part of this paper will then address this issue, first through quantitative data on the compulsory schooling period and second through data gathered during the course of case studies of inclusion carried out in a number of countries.

Quantitative data

Chart 1 shows a breakdown of students in cross-national category A (*i.e.* those with clear organic impairments) by place of education (special school, special class or regular class) for 15 countries – the Flemish Community of Belgium, the Czech Republic, Germany, the Netherlands, France, Luxembourg,

Sweden, Finland, the United Kingdom, Mexico, Japan, Spain, the United States, Italy, and Canada (New Brunswick). The grey bars show the proportions in special school, the black those in special classes and the white those in regular classes. It is abundantly clear from the chart that students with impairments in category A, receive their education in very different locations in different countries. Thus in Belgium (Fl.) almost all of these students are in special schools whilst in Italy and Canada (NB) almost none of them are. There are many intermediate positions but for many of these children integration is not a reality.

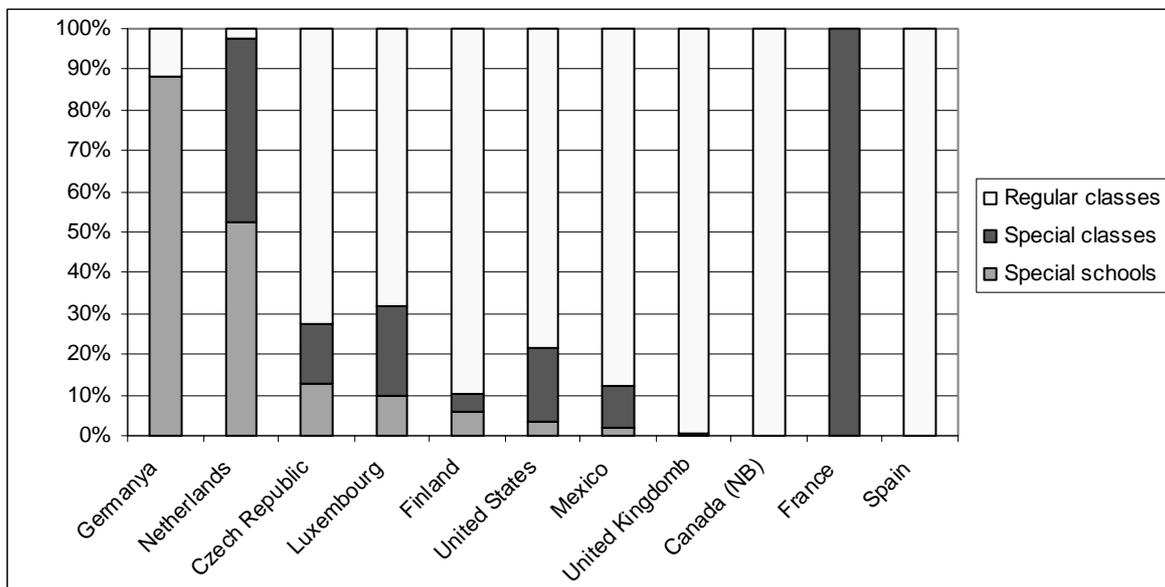
Chart 1. **Percentages of students receiving additional resources over the period of compulsory education in cross-national category A by location**



- a Students in special classes are included in special schools.
- b Students in special classes are included in regular classes.
- Sweden: Special schools are located in regular schools as a first step towards inclusion.
- France: For the sake of international comparability French students administered by the Ministry of Health have been added to this data provided by the Ministry of Education. This probably has the effect of slightly inflating the percentage in special schools for France in contrast to other countries that have an unknown number of students outside the education system.

Chart 2 shows the position for students in cross national category 'B'. Eleven countries were able to provide data – Germany, the Netherlands, the Czech Republic, Luxembourg, Finland, the United States, Mexico, the United Kingdom, Canada (NB), France and Spain. The data show that for these countries special classes and special schools are used rather less than for category A students but nonetheless in Germany, the Netherlands and France they are used quite extensively in contrast to other countries.

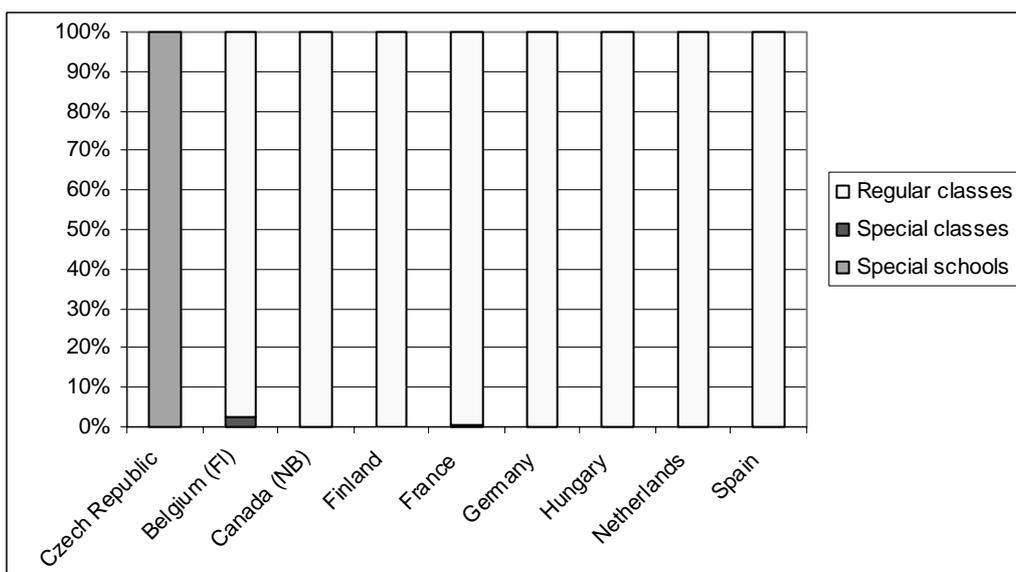
Chart 2. Percentages of students receiving additional resources over the period of compulsory education in cross-national category B by location



a Students in special classes are included in special schools.
 b Students in special classes are included in regular classes.

Chart 3 reveals the position for students in cross-national category C. This time only nine countries could provide data - the Czech Republic, Belgium (Fl.), Canada (NB) Finland, France, Germany, Hungary, the Netherlands and Spain. With the exception of the Czech Republic the other countries almost exclusively use regular schools for educating these students.

Chart 3. Number of students receiving additional resources over the period of compulsory education in cross-national category C as a percentage of all children in compulsory education



The variations in type and extent of provision shown by this analysis support the importance of breaking down the SEN group into a number of sub-groups if the educational policy issue of integration is to be addressed. Clearly a pressure for integration will be most strong for cross-national categories A and B and countries who make extensive use of segregated settings may well consider why this is necessary in their countries but apparently not necessary elsewhere. This policy question is of great importance not only because of the need for efficient use of resources, but also because of the stigmatising influence of special schooling on students and their opportunities for employment and access to post-compulsory education (see OECD, 1997, 1999). Social solidarity is also hardly strengthened by excluding some children from the educational experiences normally received by the rest. If the data is broken down by individual handicapping categories (*e.g.* Blind, Deaf, Physically Handicapped) similar outcomes result (OECD, 2000, 2003).

Gender

Chart 4. **Gender ratio by location and cross-national category (period of compulsory education)**

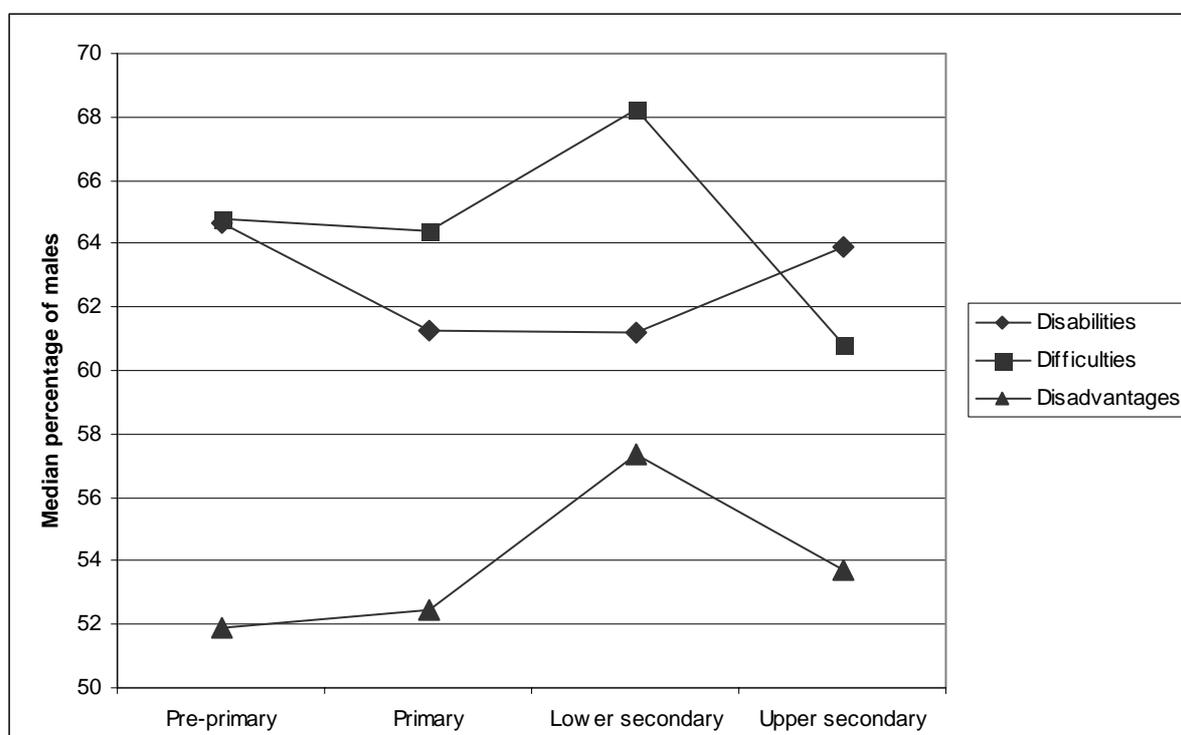


Chart 4 shows what happens if the available data are broken down by gender. It shows that in all cross-national categories and in all educational locations boys predominate. This is especially true in categories A and B where a ratio of 3:2 is common. Many boys then experience a different form of education to many girls and at the same time receive additional resources (through special educational provision) to help them to access the curriculum. A number of interpretations of these data may be given:

a) *Males are more vulnerable than females.* There is some evidence that males are more vulnerable than females throughout the developmental years to the effects of illness and trauma. Thus they have a greater 'natural' need for additional supports in school. This outcome would be seen as equitable since males objectively need more support.

b) *The successful education of males is given greater social priority than that of females.* If this is the case then the failure or low performance of males in school is less acceptable than for females and extra resources are made available to lessen the effects and maximise performance. This outcome would be inequitable for females.

c) *Males externalize their 'feelings' in school more openly than females.* And in so-doing make themselves more likely to be identified and consequently labeled. Recent examples of extreme violence perpetrated by males in schools highlights the point.

d) *Schooling is becoming increasingly "feminised".* The greater proportion of female teachers in schools especially during the primary years has been observed (OECD 2002). Also the increased emphasis on the need for academic learning and the decreased need for standard 'working class' skills may be moving schooling away from traditional types of male activity. The significant difference between males with disabilities and those with difficulties noted above may well mirror these issues.

The data show that boys with disabilities and difficulties are less likely to be included in regular classes than the equivalent girls. Further work is needed to determine the reasons for these gender differences. Questions to consider include:

- Understanding what aspects of students' identification may bias decisions in favour of males.
- Identifying the features of school functioning and decision-making may exacerbate problems thus bringing them to the attention of the "authorities".
- Establishing whether the distribution of resources is equitable. That is, should more support be given to females?

Qualitative data from case studies on inclusion

Apart from gathering quantitative data OECD/CERI has also carried out intensive case studies on secondary schools in a number of countries where good examples of inclusion are taking place (OECD, 1999). The European countries covered in this work were Denmark, Germany, Iceland, Italy and the United Kingdom. Data was also gathered from Australia and the USA which serve to confirm the European data.

In these countries in some places there are excellent examples of fully inclusive practices, but unfortunately space precludes a full discussion. As a consequence, only some conclusions are reported.

The data given above show clearly that students with disabilities are educated usually in one of the three locations identified. - regular classes, special classes or special schools and for many countries segregated provision is still the norm. For a variety of reasons, the education systems of OECD countries have grown up during a period in which segregating some students with special educational needs has been seen to be necessary for the efficient functioning of the service for the majority of students. This has led to the development of two systems, operating in parallel, with students with special needs being given additional support to assist in their education.

This has had the effect of creating, first, a regular system which does not feel it has to adapt to the needs of *all* children, and second, a special system which collects the rejects and with considerable additional resources, often in segregated settings, attempts to remedy the failings of the first. Neither of these outcomes is desirable and neither is commensurate with current views on equity and students' rights.

Inclusion is a process which attempts to correct these developments through changes to the structure and functioning of educational systems and school practices to the benefit of *all* students. Bringing together the legal and financial frameworks covering regular and special education and making the unified system responsible for *all* students are fundamental goals that challenge the education/special education dualism.

The case studies show that inclusive schools are learning organisations in which teachers are adapting their pedagogies to the diversity of learning demands presented by individual children. Schools do not operate in a vacuum, and inclusion also implies changes in the way teachers and other professionals are prepared through pre-service and in-service training.

This does not mean that these reforms can be achieved with none of the usual special education resources, quite the contrary. But it does mean that the locus of control and the organisation of these resources must change and become a whole school issue. This outcome has implications especially for funding and training.

A feature of inclusive systems is that schools are more self-contained in the way in which they provide additional support for students with special needs. This can take the form of:

- Additional flexibility in the establishment of class sizes and in their composition.
- Immediate support for regular class teachers from specialist teachers within the school and from assistants.
- The reduction of teacher/student and adult student ratios.
- Increased skills in curriculum differentiation and the development of more flexible pedagogies through the shared preparation of assessments and the writing of individual education programmes.
- Corporate curriculum development, including the making of curriculum materials to meet special educational needs.

These strategies are preventive by nature, that is, they help to stop failure and create an environment which avoids the need to teach to the mean. The process provides increased flexibility for all staff, and within it special needs teachers and assistants can play a more general role throughout the working of the whole school.

The role of external services

Inclusive schools are supported by external services but attention needs to be given to how these services operate. For schools to be able to respond quickly and effectively to learning needs then they must have the skills in-house. In the most effective inclusive models, this means that a crucial feature of the way support services work is to empower the school-based personnel to solve their own problems through enskillment and on-going in-service training. In many effective systems parents and other community members are also involved.

Training

In the schools studied training was a key to success and the training of teachers and other professionals was followed up in some detail. However in general terms teachers appear to be ill-prepared for this work and this as an area in need of considerable development.

Costs

In the cases conducted in this study, disabled students cost two to four times as much as non-disabled students when educated in mainstream schools and rather more if in special schools. In Italy for instance 2.4% of students were described as handicapped and their education cost about four times more than that of non-handicapped students. In the United Kingdom, in one school it was 2.5 times higher for 3% of students. For systems as a whole special schools were more expensive than regular schools by a ratio of about 1.2:1. Although in Reykjavik in Iceland the ratio was nearer 5:1 reflecting the severe nature of the disabilities contained in their special schools and where inclusion is strongly developed. By contrast a careful comparison of a special school and a regular secondary comprehensive school in the United Kingdom showed that the regular school was more expensive.

These findings, however, must be treated tentatively and they need replication. What they point to is the importance of analysing costs in the context of different educational governance policies such as decentralisation. They also argue for giving greater consideration to the links between the costs and the effectiveness of different settings about which there is little if any available data.

Among the countries visited, there has been a trend in recent years towards the devolution of the management of funding, from central government to regions, from regions to districts, and in some cases to individual schools. Where the extent of devolution of funds for ordinary education differs from that for special education, this can influence the extent to which inclusive education occurs. If funds for ordinary schooling are borne from district budgets but those from for special schooling are managed at regional level, as in parts of Denmark for example, districts may be tempted to press for special schooling for their more expensive students. In contrast, in Colorado in the USA, it emerged that the devolution of funding for both regular and special education down to the level of the individual school can enhance inclusive education if allocations truly reflect costs.

Clearly the role of funding for inclusion is very important and has been addressed more fully in Meijer (1999) where similar issues are discussed. Nevertheless, funding is far from the whole picture in terms of developing inclusive education and may well be of low importance in actual political decision-making given the relatively small difference in costs between inclusive and segregated provision noted in this study. However, a great deal more work is needed in this area before strong conclusions can be drawn.

Accountability

Accountability is an important, necessary and growing element of education systems. However, if special education systems are not factored in at the outset this can create further obstacles to inclusion. Regular schools may be discouraged from taking on special needs students who are likely to perform poorly in examinations. While this may be true for some special needs students, the evidence suggests that inclusive practices in fact improve the performance of non-special needs students. This may in part be due to the increased attention given to curriculum differentiation and pedagogy which generalises to all pupils.

General conclusions and some caveats

This paper has shown the differences that exist in some OECD countries in including students with various learning needs into compulsory education. It is clear that there are large differences between

countries and large differences in the type of provision made. There are also many more males with disabilities than females - a common ratio being 3:2 males to females. It then described some issues relating to effective inclusive practices based on studies on secondary schools in a selection of OECD countries. In these countries inclusion is happening - sometimes nationally as in Italy other times locally as in the United Kingdom. Reliable time-series data do not exist, but the author has the impression that in many countries there has been at best slow progress towards inclusion over the past few years despite positive policies and for European countries at least European Union (EU) directives.

There are three caveats related to full inclusion which emerged from these studies. The first is essentially political. It would seem that at present many parents would prefer their disabled children to attend segregated schools. In governance models, where choice is emphasised, in the present circumstances there would seem to be no option but to maintain some segregated provision. The cost appears not to be prohibitive. However, this decision has to be set against the inhibitive effect such an option would have on reform processes and the practicalities of maintaining the systems of education and special education.

The second caveat relates to students with severe emotional and behavioural problems who present a danger to other students. The ever-increasing number of violent students appearing at younger and younger ages seems to be a widespread international phenomenon. If such problems cannot be prevented by or contained in the school then other forms of provision will be needed. However, the study in the UK suggests that with well-structured, consistent and fair disciplinary procedures rates of exclusion for poor behaviour can be reduced. Furthermore, in Canada (New Brunswick) the schools and support services work together to keep students with emotional problems in the school.

The third caveat comes from the disabled students themselves, who pointed out that from time to time they would like to be able to mix with other students with the similar disabilities. It would be desirable if provision to meet this human need for solidarity were made available.

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ANNEX 1

Allocation of categories of students with disabilities, difficulties, disadvantages included in the resources definition to cross-national categories A, B, C

<u>Country</u>	<u>Cross-National Category A</u>	<u>Cross-National Category B</u>	<u>Cross-National Category C</u>
<u>Belgium (Flemish Community)</u>	1. Minor mental handicap – Type 1 2. Moderate or serious mental handicap – Type 2 4. Pupils with a physical handicap – Type 4 5. Children suffering from protracted illness – Type 5 6. Visual handicap – Type 6 7. Auditory handicap – Type 7 9. Support at home for children who are temporarily ill	3. Serious emotional and/or behavioural problems – Type 3 8. Serious learning disabilities – Type 8 10. Extending care 11. Remedial teaching	12. Educational priority policy 13. Reception classes for pupils who do not speak Dutch 14. Travelling children 15. Children placed in a sheltered home by juvenile court 16. More favourable teacher/pupil ratio in the schools of the Capital region of Brussels 17. Additional resources for schools in some municipalities around the Capital region of Brussels and at the linguistic border between the Flemish and the Walloon regions
<u>Canada-Alberta</u>	1. Severe mental disability (Code 41) 3. Severe multiple disability (Code 43)	2. Severe emotional/behavioural disability (Code 42) 10. Mild/moderate emotional/behavioural	

	<p>4. Severe physical or medical disability (Code 44)</p> <p>5. Deafness (Code 45)</p> <p>6. Blindness (Code 46)</p> <p>7. Severe communications disorder (Code 47; ECS only)</p> <p>8. Mild mental disability (Code 51)</p> <p>9. Moderate mental disability (Code 52)</p> <p>12. Mild/moderate hearing disability (Code 55)</p> <p>13. Mild/moderate visual disability (Code 56)</p> <p>14. Mild/moderate communication disability (Code 57)</p> <p>15. Mild/moderate physical/medical disability (Code 58)</p> <p>16. Mild/moderate multiple disability (Code 59)</p>	<p>disability (Code 53)</p> <p>11. Learning disability (Code 54)</p> <p>17. Gifted and talented (Code 80)</p>	
<p><u>Canada – British Columbia</u></p>	<p>1. Visual impairments</p> <p>3. Deaf/Blindness</p> <p>4. Multiple disabilities</p> <p>5. Hearing impairments</p> <p>6. Autism</p> <p>8. Moderate to severe to profound intellectual disabilities</p>	<p>2. Specific learning disabilities</p> <p>7. Mild intellectual disabilities</p> <p>9. Mild to moderate behaviour disorders, including rehabilitation</p> <p>11. Gifted</p> <p>12. Learning assistance</p>	<p>13. English as a second language</p> <p>15. Aboriginal education programme</p>

	<p>10. Severe behaviour disorders</p> <p>14. Physical disabilities or chronic health impairments</p>			
<u>Canada – New Brunswick</u>	<p>2. Communicational</p> <p>3. Intellectual</p> <p>4. Physical</p> <p>5. Perceptual</p> <p>6. Multiple</p>	1. Behavioural exceptionalities	7. Immigrant	
<u>Canada - Saskatchewan</u>	<p>1. Intellectual disabilities</p> <p>2. Visual impairments</p> <p>4. Orthopaedic impairments</p> <p>5. Chronically ill</p> <p>7. Multiple disabilities</p> <p>8. Deaf or hard of hearing</p> <p>9. Autism</p> <p>10. Traumatic brain injury</p>	<p>3. Social, emotional or behavioural disorder</p> <p>6. Learning disabilities</p>		
<u>Czech Republic</u>	<p>1. Mentally retarded</p> <p>2. Hearing handicaps</p> <p>3. Sight handicaps</p> <p>4. Speech handicaps</p>	<p>7. Students in hospitals</p> <p>8. Development, behaviour and learning problems</p>	11. Socially disadvantaged children, preparatory classes in regular schools	

	<p>5. Physical handicaps</p> <p>6. Multiple handicaps</p> <p>9. Other handicaps</p> <p>10. With weakened health (Kindergarten only)</p>		
<u>Finland</u>	<p>2. Moderate mental impairment (MOMI)</p> <p>3. Most severe mental impairment (SMI)</p> <p>4. Hearing impairment (HI)</p> <p>5. Visual impairment (VI)</p> <p>6. Physical and other impairment (POHI)</p> <p>8. Other impairments</p>	<p>1. Mild mental impairment (MIMI)</p> <p>7. Emotional & social impairment (EI)</p> <p>9. Speech difficulties</p> <p>10. Reading and writing difficulties</p> <p>11. Speech, reading and writing difficulties</p> <p>12. Learning difficulties in mathematics</p> <p>13. Learning difficulties in foreign languages</p> <p>14. General learning difficulties</p> <p>15. Emotional and social difficulties</p> <p>16. Other special difficulties</p> <p>18. Remedial teaching</p>	<p>17. Remedial teaching for immigrants</p>
<u>France</u>	<p>1. Severe mental handicap</p> <p>2. Moderate mental handicap</p> <p>3. Mild mental handicap</p>	<p>15. Learning difficulties</p>	<p>14. Non-francophone students</p> <p>16. Disadvantaged children - ZEP</p>

	<p>4. Physical handicap</p> <p>5. Metabolic disorders</p> <p>6. Deaf</p> <p>7. Partially hearing</p> <p>8. Blind</p> <p>9. Partially sighted</p> <p>10. Other neuropsychological disorders</p> <p>11. Speech and language disorders</p> <p>12. Other deficiencies</p> <p>13. Multiply handicapped</p>		
<u>Germany</u>	<p>2. Partially sighted or blind</p> <p>3. Partially hearing or deaf</p> <p>4. Speech impairment</p> <p>5. Physically handicapped</p> <p>6. Mentally handicapped</p> <p>8. Sick</p> <p>9. Multiple handicaps</p> <p>11. Autism (No statistical data of the large groups available, but programmes are provided)</p>	<p>1. Learning disability</p> <p>7. Behavioural disorders</p> <p>10. Unknown, no information</p> <p>12. Remedial instruction (No statistical data of the large groups available, but programmes are provided)</p>	<p>13. Travelling families (No statistical data of the large groups available, but programmes are provided)</p> <p>14. German for speakers of other languages (No statistical data of the large groups available, but programmes are provided)</p>
<u>Greece</u>	<p>1. Visual impairments</p>	<p>6. Learning difficulties</p>	<p>8. Socio-economic/cultural educational difficulties</p>

	2. Hearing impairments 3. Physical impairment 4. Mental impairments 5. Autism	7. Multiple impairment	
<u>Hungary</u>	2. Pupils with moderate degree mental retardation 3. Pupils with visual disabilities 4. Pupils with hearing disabilities 5. Pupils with motoric disabilities 6. Pupils with speech disabilities 7. Pupils with other disabilities	1. Pupils with mild degree mental retardation	8. Children of minorities 9. Disadvantaged pupils/Pupils at risk
<u>Ireland</u>	1. Visually impaired 2. Hearing impaired 3. Mild mental handicap 4. Moderate mental handicap 7. Physically handicapped 8. Specific speech and language disorders 9. Specific learning disability 11. Severely and profoundly mentally handicapped	5. Emotionally disturbed 6. Severely emotionally disturbed 15. Pupils in need of remedial teaching	10. Classes of children of travelling families 13. Young offenders 14. Children in schools serving disadvantaged areas 16. Children of refugees

	12. Multiply handicapped			
<u>Italy</u>	<ol style="list-style-type: none"> 1. Visual impairment 2. Hearing impairment 3. Moderate mental handicap 4. Severe mental handicap 5. Mild physical handicap 6. Severe physical handicap 7. Multiple handicap 			8. Students with foreign citizenship (No statistical data available)
<u>Japan</u>	<ol style="list-style-type: none"> 1. Blind and partially sighted 2. Deaf and hard of hearing 3. Intellectual disabilities 4. Physically disabled 5. Health impaired 6. Speech impaired 7. Emotionally disturbed 			8. Students who require Japanese instruction
<u>Luxembourg</u>	<ol style="list-style-type: none"> 1. Mental characteristic 2. Emotionally disturbed children 3. Sensory characteristic 4. Motor characteristic 	6. Learning difficulties		5. Social impairment

<u>Mexico</u>	<ol style="list-style-type: none"> 1. Blindness 2. Partial visual disability 3. Intellectual disability 4. Auditory or hearing disability 5. Deafness or severe auditory disability 6. Motor disability 7. Multiple disability 	<ol style="list-style-type: none"> 8. Learning difficulties 9. Outstanding capabilities and skills 	<ol style="list-style-type: none"> 10. Compensatory educational needs 11. Communitary educational needs 12. Indigenous communitary educational needs 13. Migrant educational needs
<u>The Netherlands</u>	<ol style="list-style-type: none"> 1. Deaf children 2. Hard of hearing 3. Language and communication disabilities 4. Visual handicap 5. Physically handicapped / motor impairment 6. Other health impairments (No long hospitalisation) 8. Profound mental handicap / severe learning disabilities 9. Deviant behaviour 10. Chronic conditions requiring pedagogical institutes 11. Multiply handicapped 	<ol style="list-style-type: none"> 7. Learning and behaviour disabilities 13. Children in vocational training with learning difficulties 	<ol style="list-style-type: none"> 12. Children from disadvantaged backgrounds
<u>Poland</u>	<ol style="list-style-type: none"> 1. Light mental handicap 		<ol style="list-style-type: none"> 10. Social disadvantages, behaviour

			difficulties
	<ul style="list-style-type: none"> 2. Multiple and severe mental handicap 3. Profound mental handicap 4. Blind 5. Partially sighted 6. Deaf 7. Partially hearing 8. Chronically sick 9. Motion handicapped 11. Autistic 		
<p><u>Spain</u></p>	<ul style="list-style-type: none"> 1. Hearing impaired 2. Motor impaired 3. Visual impaired 4. Mental handicap 5. Emotional/behavioural problems 6. Multiple impairment 	<ul style="list-style-type: none"> 7. Highly gifted 9. Programmes addressed to students in hospitals or with health problems 11. Learning difficulties 	<ul style="list-style-type: none"> 8. Students with compensatory education needs 10. Problems addressed to itinerant students
<p><u>Sweden</u></p>	<ul style="list-style-type: none"> 1. Pupils with impaired hearing, vision and physical disabilities 2. Students with mental retardation 3. Students with impaired hearing and physical disabilities 		<ul style="list-style-type: none"> 4. Students receiving tuition in mother tongue (other than Swedish) and/or Swedish as a second language 5. Students in need of special support (not included in other categories)

<p><u>Switzerland</u></p>	<p>9. Educable mental handicap – Special schools</p> <p>10. Trainable mental handicap - Special schools</p> <p>11. Multiply handicapped - Special schools</p> <p>12. Physical disabilities – Special schools</p> <p>13. Behaviour disorders – Special schools</p> <p>14. Deaf or hard of hearing – Special schools</p> <p>15. Language disability – Special schools</p> <p>16. Visual handicap – Special schools</p> <p>17. Chronic conditions/prolonged hospitalisation – Special schools</p> <p>18. Multiple disabilities - Special schools</p>	<p>1. Learning disabilities / introductory classes – Special classes</p> <p>2. Learning disabilities / special classes – Special classes</p> <p>3. Learning disabilities / vocationally oriented classes – Special classes</p> <p>4. Behavioural difficulties – Special classes</p> <p>6. Physical disabilities – Special classes</p> <p>7. Sensory & language impairments – Special classes</p> <p>8. Students who are ill / hospital classes – Special classes</p> <p>19. Others of the group “special curriculum” – Special classes</p>	<p>5. Foreign first language</p>
<p><u>Turkey</u></p>	<p>1. Visually impaired (includes both blind and low vision children)</p> <p>2. Hearing impaired</p> <p>3. Orthopaedically handicapped</p> <p>4. Educable mentally handicapped</p> <p>5. Trainable mentally handicapped</p> <p>6. Speech impairment</p> <p>8. Chronically ill</p>	<p>7. Gifted and talented</p>	

<u>United Kingdom</u>	1. Children with statements (records) of special educational needs	2. Children with special educational needs without statements (records)	
<u>USA</u>	<ul style="list-style-type: none"> 1. Mental retardation 2. Speech or language impairment 3. Visual impairments 5. Orthopaedic impairments 6. Other health impairments 8. Deaf/blindness 9. Multiple disabilities 10. Hearing impairments 11. Autism 12. Traumatic brain injury 13. Developmental delay 	<ul style="list-style-type: none"> 4. Emotional disturbance 7. Specific learning disability 	14. Title 1 - Disadvantaged students