

Children with Special Educational Needs and Inclusion

Dr Androulla Hadjipanayi

Germanos Publications

Thessaloniki, 2022 (pp. 278)

ISBN: 978-618-5389-48-2

Children with Special Educational Needs and Inclusion is a profoundly insightful and comprehensive exploration of one of the most pressing issues in education today. Authored by an expert in the field, this book offers a compelling and thought-provoking journey into the world of inclusive education and the challenges faced by children with special educational needs.

The book author, Dr Androulla Hadjipanayi, is a former secondary education Chemistry teacher who currently serves as teaching personnel for the University of Nicosia. Dr Hadjipanayi sets out to examine the historical background of Special Education in an attempt to set the foundations for Inclusive Education. Her book is a crucial resource for policymakers and curriculum developers in framing the policy framework of Inclusive Education. It also challenges all head-teachers, teachers, and parents to reconsider their approach and mindset regarding their actions and methods to support all children, and especially children with special educational needs. It offers a critical examination of Special Education, prompting a stimulating idea that education should be inherently inclusive. This perspective provokes thought, especially for those of us engaged in the field of social justice across various settings and subjects.

The monograph is structured to use the notions of Special Education and Inclusive Education as an umbrella under which various aspects related to special educational needs are examined. The first chapter provides a brief historical background and a theoretical framework of Special Education and Inclusive Education, while unpacking the concept of special educational needs. The author's goal is to move the debate from the medical and psychological approach to children with special needs to the discourse and practice of inclusion. In the second chapter, the concept of differentiated teaching as a strategy to promote inclusion in the classroom is examined, while shedding light on teachers' views on differentiated instruction and the barriers to the

successful implementation of differentiated instruction. An important addition in the book is the third chapter, which explores the issue of 'giftedness' in education, and thus the key aspects of the education of gifted and talented children. From chapter four to chapter twelve, which is the last chapter of the book, the author thoroughly examines the notion of learning difficulties and pays attention to specific learning difficulties. Each chapter focuses on reflecting on the definition, etiology, diagnosis, and suggesting strategies for addressing various learning difficulties, including dyslexia, emotional and behavioural problems, attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD), mental retardation, autism spectrum disorder, Asperger syndrome, auditory impairment, visual impairment, speech disorders, and cerebral palsy.

The author's passion for the subject matter is palpable throughout the book, making it engaging and accessible even for those with a limited prior knowledge of the topic. Complex concepts are explained in a clear and straightforward manner, making it a valuable resource for both educators and parents seeking guidance in navigating the inclusive education landscape. Furthermore, *Children with Special Educational Needs and Inclusion* is not limited to the context of a specific country or educational system. It draws from international literature, and thus perspectives and experiences, making it relevant and adaptable to diverse educational settings.

In conclusion, this book is an essential addition to the library of anyone interested in Inclusive Education. It offers a holistic understanding of the challenges and opportunities inherent in supporting children with special educational needs and advocates for a more inclusive and equitable educational system. It is a must-read for anyone dedicated to ensuring that every child, regardless of their abilities, receives the education and support they deserve.

Christina Hajisoteriou