INDEX

Academic
knowledge, 148–149
outcomes, 51–52
secondary schools, 71
self-concept, 91–92
Accountability, increasing, 60–61
American with Disabilities Act of 1990, 55
Analysis of variance (ANOVA), 95, 156
Association for Higher Education Access and Disability (AHEAD), 15
At-risk, 22–23
Attitude towards inclusion, 68–69
Austrian education system, 69–70
Austrian Federal Government work programme, 71–72
Autism spectrum disorder, 27–28
Autonomy, 104
increasing, 60–61
Average per pupil expenditure (APPE), 43–44

Board of Education for Vienna, 76–77
Board of Education Organization Act, 72–73
Bonferroni’s post hoc procedure, 158–159
Bronfenbrenner’s bioecological theory, 118
Buddhahood, 122
Buddhist metaphor, 125
Budget(s)
proposals & reports, 40–46
reflections on implications, 46–47
Budgetary analysis, 47

Capacity building, 58

‘Changing poison into medicine’ process, 121
Child-centred learning, 128–129
Child-to-adult ratios, 28
Childcare, 22–23
Chinese learner, 151–152
Chinese medium of instruction (CMI), 151–152
Chinese schooling system, 151–152
Coaching, 149
Coaching as model for inclusive practice, 106
Collaborative Training model, 134
Commonwealth of Australia (COA), 54–55
Compulsory Schooling Act (1985), 71
Confucian principles, 151
Considerations of funding inclusive education, 59–62
Council of Exceptional Children (CEC), 47–48
Court of Audit, 72
Curricular coherence, 135
Curriculum reform, 149

Decision-making, 104
Deductive coding, 137–138
Department of Education, Skills and Development (DESD), 54–55
Department of Public Expenditure and Reform (DPER), 10
Depth of knowledge, 135
Desegregation of special education classes, 106–107
Developmental outcomes, 28
Discrete models, 134
Disruptive behavior in early childhood, 29
Early childhood education. See also

Inclusive education, 1–2,

benefits of, 22–23
economic impact, 27–30
intersection, 23–27
longitudinal studies on benefits of,

pre-emptive nature, 26–27

Early intervention, 1–2, 22

Early Years Transition and Special
Educational Needs
(EYTSEN), 25–26

Education for All Handicapped
Children Act of 1975
(EAHCA), 38–39

Education for Persons with Special
Educational Needs
(EPSEN), 10

Education(al)

exclusion, 117–118
funding models, 8–9
institutions, 55
outcomes, 23

Educational Amendment Act, 105

Educator(s), 107

perspectives, 110–111

Effective and sustainable model
coaching as model for inclusive
practice, 106

educator perspectives, 110–111
inclusion coach perspectives,

Ontario special education services
and funding, 105–106
operationalizing innovative model,

possibility of change, 104–105
principal perspectives, 107–109

Effective Provision of Pre-School
Education Project (EPPE
Project), 25, 26

Effectiveness, 54

Efficiency, 54

Elementary and Secondary Education
Act (ESEA), 38, 39

Empirical study, 78–79

Employees of school districts, 105

English Language Learners (ELLs),

English Medium of Instruction
(EMI), 151–152

Epigenetics, 29

Equity, 54

European Agency on Special Needs
Development (EADSNE),

European Credit Transfer and
Accumulation System
(ECTS), 137–138

European Higher Education Area
(EHEA), 137–138

European Union (EU), 25, 78

Every Student Succeeds Act (ESSA),

funding, 40–42
historical context for, 39–40

Evocative coaching, 149

Exemplary pre-service teacher
programmes, 150

Explicit funding reported in research,

F-test, 96

Factor analysis, 80

Faculty collaboration, 135

Federal Finance Act (2019), 72

Federal Republic of Germany, 89–90

Field experiences, 149

Financial Equalisation Act, 73

Financing Policies for Inclusive
Education Systems project
(FPIES project), 13–15

Foundation Grant, 105

Full-day kindergarten, 26

Funding, 1

mechanisms, 8–9
models, 53–54, 105–106
provisions for students, 54
rationale for exploring funding for
inclusion, 37
sources, 61–62
systems, 14–15
Funding inclusive education, 51–52,
53–56
characteristics of inclusive funding
models, 13–15
considerations, 59–62
devolved funding structure, 13–14
international responses to inclusive
education, 52–53
in Ireland, 10–13
Ireland’s reform journey, 12–13
limitations and directions for
future research, 62
new funding model to improving
equity, 11–12
professional development and
capacity building, 58
resourcing, 58
results, 56
reviewing, 56
school development or capacity
building, 14–15
special schools and classes, 10–11
specific educational programmes,
58
systems of transparency and
accountability, 15
Funds
for supporting effective instruction,
40–41
for teacher grant programmes, 41
German language, 77–78
Germany, teacher training in, 135–136
Goldan and Schwab’s questionnaire,
80
Greater self, 121
Groups of schools, 105
Gymnasium, 69–70
HRK, 135–136
Human resources, 69
Human revolution, 121–122, 125
Implicit funding reported in research,
61
In-service teachers, 78–79
Inclusion, 38, 104–105
inclusion-oriented teacher
education, 134
Inclusion coach (IC)
perspectives, 111–113
role, 104, 107
Inclusive early child education,
22–23
settings, 22, 27–28
Inclusive early childhood education,
implementations for, 126–129
Inclusive education, 2, 22–23, 51–52,
90–91, 134
international responses to, 52–53
interpreting, 59–60
policy, 8
reviewing inclusive education
funding, 56
in United States, 37
Inclusive learning environment, 127
Inclusive system, 104
Indestructible happiness, 119–120
Index-based resource allocation, 73
Individuality, 125
Individuals with Disabilities
Education Act (IDEA), 38, 55
historical context for, 38–39
IDEA 2004 funding, 42–46
Infusion model, 134
Input funding, 53–54
Integrated models, 134
Integration children, 74
Integrative schooling of children, 75
Integrazione scholastic educational
structure, 53
International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY), 68–69
International researchers, 22
International Standard Classification of Education (ISCED), 137–138
Ireland
funding inclusive education in, 10–13
reform journey, 12–13
K-12 system, 27–28
Kaiser–Guttman criterion, 80
Kaleidoscopic lens, 118
greater self, 121
human revolution, 121–122
indestructible happiness, 119–120
of Soka educational philosophy, 119–126
unlimited potential, 122–126
value creation, 120–121
Kindergarten, 22–23
KMK, 135, 137–138
Knowledge transfer, 153, 158–159
Leaders of educational institutions, 60
Leadership, 107, 109
Least restrictive environment (LRE), 43–44
Literacy, 23
Long-term benefits, 22–23
Longitudinal studies, 22–23
Lotus Sutra, 118–119
Macao, 148
limitations, 162
methodology, 153–154
pedagogical approaches, 151–152
procedure, 154
redesigning teacher preparation programme, 152–153
research, 153
results, 154–159
teacher preparation as resource for inclusive education, 148–151
Material resources, 69
MAXQDA 18 software, 137–138
Media technology, 129
Medicaid, 55
Medium of Instruction (MOI), 151–152
Mental health, behaviour/behaviour problems, 22–23
Mentoring, 149
Merged models, 134
Metaphorical conceptualization, 118
Methodology of resources, 93–94
MIKA-D Test, 77
Multi-level regression models, 96–97
Narrative approach, 56
National Assessment of Educational Progress (NAEP), 41
National Council for Special Education (NCSE), 11
National Disability Action Plan, 71–72
National Disability Insurance Agency (NDIA), 61–62
National Disability Insurance Scheme (NDIS), 61–62
National Education Association (NEA), 43–44
Nationally Consistent Collection of Data on School Students with Disability (NCCD), 54–55
Neuroscience, 29
Nichiren Daishonin Buddhism, 118–119
No Child Left, Every Student Succeeds Act, 55
Numeracy, 25
Office of Special Education Programs (OSEP), 39
Ontario special education services and funding, 105–106
Organisation for Economic Co-operation and Development (OECD), 27
Outcome-based funding, 9
Output funding, 53–54
Parents’ attitudes, 78–79
Pedagogical approaches, 151–152
Pedagogical practice, 153
Perception of resources, 80–81
factors, 81
German language, 81
Perception of Resources Questionnaire (PRQ), 69, 90, 94
PRQ 2.0, 69, 80
Perceptions of Inclusion Questionnaire (PIQ), 94
Performance/portfolio assessments, 135
Personnel Preparation programme, 44–46
Personnel support, 92
Piaget’s cognitive theories, 118
PK-12 partnerships, 135
Policy context, 38–40
Positive relationships, 128
Post hoc test, 95
Post-Graduate Diploma in Education programme (PGDE programme), 2, 148, 152, 160
Practical realities, 104
Pre-school
children, 22–23
programs, 22–23
Pre-service teachers, 78–79
Prevention, 28
Professional development (PD), 36, 41, 58, 134
programmes, 40
of special educators, 36–37
Programme design, 153–154
Public school educational funding models, 105
Qualitative content analysis, 137–138
Qualitative studies, 91
Quality Differentiated Teaching Practice, 54–55
Quality early child education, 22, 26, 28
Random intercept model, 96–97
Red tape, 104
Resources, 90–91
academic self-concept, 91–92
methodology, 93–94
perception, 91
research questions, 92–93
results, 94–97
school well-being, 91–92
social inclusion, 91–92
Resources and Self-Efficacy in Inclusive Education (RESE), 93
Resources for inclusive education in Austria. See also Inclusive education, 68–69
empirical study, 78–79
implementation, 72–78
measures, 80
research questions, 79–81
results, 80–81
sample, 79
school system, 69–72
subjective perceptions of resources, 78
Resourcing, 58
Rogoff’s socio-cultural theory, 118
Scattergun principle, 73
Scheffé test, 96
School
autonomy, 13
district, 104
principals, 108, 109
school-age children, 70
system, 69–72
well-being, 91–92
‘School choice’ movement, 37
Self-belief, 126
Self-confidence, 126
Self-esteem, 126
Service delivery model, 104
Social communication, 27–28
Social inclusion, 91–92
Social-emotional development/learning, 22–23
Soka education philosophy, 118
implications for inclusive early childhood education, 126–129
Kaleidoscopic lens of Soka educational philosophy, 119–126
Nichiren Buddhism and development of, 119
Nichiren Daishonin Buddhism, 118–119
Soka Gakkai International (SGI), 119, 121, 122, 126
Soka Kyoikugaku Taikai, 119
Spatial resources, 69
Special Administration Region (SAR), 148
Special education, 104–105
Special education enrolment, 22–23
trends, 22–23
Special Education Grants, 105
Special education needs, 23–27
Special Education Teaching (SET), 11
Special educational needs (SEN), 68–69, 89–90
numbers and figures on students with, 73–74
resources for students need ‘other support’, 76–77
resources for students with, 74–76
students with, 71–72
Special educators in US, 36–37
Special schools, 74
Specific educational programmes, 58
State Personnel Development (SPD), 44
Student placement, 52
student-centred approach, 151
Subjective perceptions of resources, 78
Supporting Effective Educators Development Programme (SEED Programme), 41
Supporting Effective Instruction programme (SEI programme), 40–41, 41
Sustainable Development Goal 4 (SDG4), 52–53
Teacher preparation redesigning, 152–153
as resource for inclusive education, 148–151
Teacher Quality Partnership Programme (TQP Programme), 41
Teacher training, 125
in Germany, 135–136
for inclusive education, 134–135
limitations, 141–142
methods, 137–138
research issue, 136–137
results, 138–139
Teachers, 148
perception of resources, 69
stress, 22–23
Teachers’ pedagogical practice (TPP), 148, 153, 154–158
Teaching and Learning International Survey (TALIS), 69, 78
Third-Space, 150–151
Index

Throughput funding, 9, 53–54
Traditional Asian culture of learning, 151
Transformation, 104–105
Trustees, 105

UN Convention on the Rights of Persons with Disabilities (UNCRPD), 8–9
Unification model, 134
United Nations Convention on the Rights of Persons with Disabilities (UN-CRPD), 1, 71, 89–90
Universal Design for Learning (UDL), 15

Unlimited potential, 122–126
Value-creation, 119–121
Vocational education and training colleges (VET colleges), 70
Vygotsky’s cultural-historical theory, 118
Western child development and educational theories, 118
World Health Organization, 22
Young children, 22–23