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# Special educational needs – assessment and categorizing processes in an international perspective

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## Abstract

### Issue addressed

The aim of this paper is to explore how disabilities are ‘socially constructed’ within the educational system. Moreover, conceptual frameworks for diagnostics as well as assessment models are being discussed. Relevance is given as an inclusive educational system gives the frame. It’s driven by the question if categorization through special educational needs is relevant, useful and appropriate?

### Method

A comparative perspective of two countries, Germany and Sweden, is the starting point for understanding and comparing different diagnose and categorizing processes and professional responsibilities. The data entails international and national publications and steering documents.

### Analysis/ results

The results implicate that the use of different assessment measures as well as resources leads to a variation in practice regarding differentiation and adaption in learning processes.

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